DOCUMENT RESUME

ED 481 811 UD 035 929

AUTHOR	Hoffman, Kathryn; Llagas, Charmaine; Snyder, Thomas D.
TITLE	Status and Trends in the Education of Blacks.
INSTITUTION	National Center for Education Statistics (ED), Washington, DC.
REPORT NO	NCES-2003-034
PUB DATE	2003-09-00
NOTE	188p.
AVAILABLE FROM	ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-4ED-PUBS (Toll Free); Web site: http://www.edpubs.org.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC08 Plus Postage.
DESCRIPTORS	*Academic Achievement; Adult Education; Attendance Patterns; *Black Students; College Bound Students; Dropout Rate; Early Childhood Education; Elementary Secondary Education; *Enrollment Trends; Grade Repetition; Graduation; Hispanic American Students; Income; Labor Market; Outcomes of Education; *Population Trends; Postsecondary Education; Racial Differences; Student Behavior; Whites
IDENTIFIERS	Achievement Gap; *African Americans

ABSTRACT

This report examines progress on key education indicators of black children and adults, utilizing statistics published by the National Center for Education Statistics in various reports and from other federal agencies. It shows that more black students have completed high school and gone on to college, levels of parental education have increased, and the number of black individuals and families below the poverty level has decreased. Despite these gains, progress has been uneven over time and across various measures, and differences persist between blacks and whites on key indicators of educational performance. Blacks are more likely than whites or Hispanics to be enrolled in center-based preprimary education. Most black students attend public schools where minorities represent the majority of the student body. Blacks have higher dropout rates than whites but lower rates than Hispanics. Long term trends show increased reading and mathematics performance for black students. In 1999, more black and Hispanic than white children attended public schools chosen by their parents. However, a lower percentage of black and Hispanic than white children were in private schools. In 1999-2000, the proportion of associate degrees earned by blacks was greater than that of bachelor's degrees earned by blacks. Blacks in 2000 had higher unemployment rates than whites and Hispanics at every level of education. (Contains 56 bibliographic references and 89 tables.) (SM)

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Status and Trends in the Education of Blacks

September 2003

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Suggested Citation
U.S. Department of Education, National Center for Education Statistics. *Status and Trends in the Education of Blacks,* (NCES 2003-034), by Kathryn Hoffman and Charmaine Llagas. Project Officer: Thomas D. Snyder. Washington, DC: 2003.

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ACKNOWLEDGMENTS

Many people have contributed to the development of *Status and Trends in the Education of Blacks*. Kathryn Hoffman, formerly of the Education Statistics Services Institute (ESSI), and Charmaine Llagas, of the American Institutes for Research (AIR), were responsible for the overall development and preparation of this publication, which was prepared under the general direction of Thomas D. Snyder. Corinne Calfee, Satoshi Watanabe (formerly), Linda Hamilton, Anindita Sen, Stephen Provasnik, and Benjamin Young of AIR provided research and statistical assistance. Richard Tobin, Stephen Provasnik, and Maria Stephens of AIR reviewed several drafts of the report. Debra Gerald, Steve Gorman, Jerry West, and John Wirt from NCES assisted in providing additional data. William Hussar and Valena Plisko of NCES and David Miller, Thea Kruger (formerly), and Jason Sellers of the Education Statistics Services Institute (ESSI) of AIR assisted with the technical review of the document. Heather Block and Elina Hartwell of ESSI managed the typesetting.

Status and Trends in the Education of Blacks has received extensive reviews by several other individuals within and outside of the Department of Education. We wish to thank them for their time and expert advice. Linda Zimbler, Peggy Quinn, and Bruce Taylor of NCES reviewed the entire manuscript and Bruce Taylor also served as adjudicator of the final report. Irene Harwarth and Sylvia Wright of the Department's Office of Elementary and Secondary Education, and Sue Klein of the Department's Office of Innovation and Improvement reviewed the document. The Department of Education's Office for Civil Rights, Office of English Language Acquisition, Office of Special Education and Rehabilitative Services, and Office of Vocational and Adult Education conducted an agency review. Eric J. Smith, Superintendent of Anne Arundel County Public Schools, reviewed the document.

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TABLE OF CONTENTS

ACKNOWLEDGMENTS iii

HIGHLIGHTS xi

INTRODUCTION 1

I DEMOGRAPHIC OVERVIEW

1 Demographic Characteristics 5
1.1 Population distribution and growth 6
1.2 Age distribution of the population 8
1.3 Family structure 10
1.4 Individuals, families, and children in poverty 12
1.5 Children's health risks 14
1.6 Infant and child mortality 18

II PREPRIMARY, ELEMENTARY, AND SECONDARY EDUCATION

2 Participation 21
2.1 Enrollment in preprimary education and kindergarten 22
2.2 Early literacy activities 24
2.3 Elementary and secondary school enrollment 26
2.4 Before- and after-school care 30
2.5 Special education 32

3 Persistence 35
3.1 Absenteeism 36
3.2 Grade retention, suspension, and expulsion 38
3.3 Dropout rates 40
3.4 High school completion 42

4 Academics and Achievement 45
4.1 Teacher reports on kindergartners' approaches to learning 46
4.2 Student performance in reading 48
4.3 Student performance in mathematics 50
4.4 Student performance in science 52
4.5 Trends in credit earning and coursetaking in high school 54
4.6 Advanced coursetaking in high school 56
4.7 Advanced Placement examinations 60
4.8 Student performance on college entrance examinations 62

5 Social Environments and Parental Support for Learning 67
5.1 Risk factors affecting student outcomes 68
5.2 Parental education 70

5.3 Parents' involvement in school 72
5.4 Parental school choice and satisfaction 74

6 Student Behaviors 77
6.1 Civic awareness activities of youth 78
6.2 Community service participation of youth 80
6.3 Student's use of computers 82
6.4 Alcohol, tobacco, and marijuana use 84
6.5 Teenage birth rates 86
6.6 Violence on school property 88

III POSTSECONDARY EDUCATION

7 Participation and Context 91
7.1 Enrollment in colleges and universities 92
7.2 Degrees conferred by colleges and universities 96
7.3 Types of bachelor's degrees conferred 98
7.4 Types of master's degrees conferred 100
7.5 Types of doctor's degrees conferred 102
7.6 Enrollment in and degrees conferred by historically Black colleges and universities 104
7.7 College completion rates 106
7.8 Faculty in colleges and universities 108
7.9 Adult education 110

IV OUTCOMES OF EDUCATION

8 Labor Market and Social Outcomes 113
8.1 Unemployment rates 114
8.2 Income 116
8.3 Types of occupation and worker satisfaction 118
8.4 Adult literacy and reading habits 122
8.5 Voting participation 124

APPENDIX 127
1.1a Resident U.S. population, by race/ethnicity: Selected years 1980 to 2000 and projections to 2050 128
1.1b Percentage distribution of the resident U.S. population, by race/ethnicity: Selected years 1980 to 2000 and projections to 2050 129
1.2 Median age of the U.S. population, by race/ethnicity: 2000 129
1.3 Percentage distribution of children under age 18, by presence of parents in household and race/ethnicity: 2000 130
1.4a Standard errors for the number and percentage of individuals and children living below the poverty level, by race/ethnicity: 2000 130

1.4b Percent of individuals, children under 18, and families living below the poverty level, by race/ethnicity: 1975–2000 132
1.4c Percent of families living below the poverty level, by family structure and race/ethnicity: 2000 131
1.5a Percent of infants born with low birthweight, by race/ethnicity: 2000 132
1.5b Percent of children under age 18 with no health insurance, by race/ethnicity: 2000 133
1.5c Percent of children ages 19–35 months without the 4:3:1:3 combined series of vaccinations, by race/ethnicity: 2000 133
1.6 Infant mortality rates, by race/ethnicity: 1983–99 134
2.1a Percent of 3- to 5-year-olds enrolled in center-based programs or kindergarten, by race/ethnicity: 1991 and 1999 134
2.1b Percent of 3- to 5-year-olds enrolled in center-based programs or kindergarten, by poverty status and race/ethnicity: 1999 135
2.2 Percent of 3- to 5-year-olds not yet enrolled in kindergarten who participated in various home literacy activities with a family member, by race/ethnicity: Selected years 1991 to 1999 136
2.3a Percent of public school students enrolled in grades K–12 who were minorities, by race/ethnicity: 1972–2000 137
2.3b Percent of public school students enrolled in grades K–12 who were minorities, by region and race/ethnicity: 1972–2000 138
2.3c Percentage distribution of public elementary and secondary school students of each racial/ethnic group, by percent of that racial/ethnic group in the school: Fall 2000 141
2.3d Public elementary and secondary school enrollment, by race/ethnicity and urbanicity: Fall 2000 140
2.3e Percentage distribution of public elementary and secondary school enrollment in the 10 states with the highest concentration of Black, non-Hispanic students, by race/ethnicity: Fall 2000 141
2.3f Percentage distribution of enrollment in the 10 largest public school districts, by race/ethnicity: 2000 141
2.3g Standard errors for the percentage distribution of 4th-grade public school students of each racial/ethnic group, by percentage of students in school eligible for free or reduced-price lunch: 2000 142
2.4 Percent of children in grades K–8 who received various types of care before and after school, by race/ethnicity: 1999 142
2.5 Percent of 3- to 21-year-olds served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 1999–2000 143
3.1 Standard errors for the percent of 8th- and 12th-grade students who were absent from school, by number of days missed in the preceding month and race/ethnicity: 2000 143

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3.2 Percent of elementary and secondary students who had ever repeated a grade or been suspended/expelled, by race/ethnicity: 1999 144
3.3 Percent of 16- to 24-year-olds who were high school dropouts, by race/ethnicity: 1972–2000 145
3.4 High school completion rates for 18- to 24-year-olds not currently enrolled in high school, by race/ethnicity: 1972–2000 146
4.1 Percent of first-time kindergartners whose teachers reported that they persist at tasks, are eager to learn, and pay attention "often" or "very often," by race/ethnicity: Fall 1998 147
4.2a Standard errors for the average NAEP reading scale scores, by age and race/ethnicity: Selected years 1971 to 1999 147
4.2b Differences between White, non-Hispanic and Black, non-Hispanic students' average NAEP reading scale scores (White, non-Hispanic minus Black, non-Hispanic), by age: Selected years 1971 to 1999 148
4.2c Average 12th-grade NAEP reading scale scores, by highest educational achievement level of either parent and race/ethnicity: 1998 148
4.3a Standard errors for the average NAEP mathematics scale scores, by age and race/ethnicity: Selected years 1973 to 1999 149
4.3b Differences between White, non-Hispanic and Black, non-Hispanic students' average NAEP mathematics scale scores (White, non-Hispanic minus Black, non-Hispanic), by age: Selected years 1973 to 1999 149
4.3c Average 12th-grade NAEP mathematics scores, by highest educational achievement level of either parent and race/ethnicity: 2000 150
4.4a Standard errors for the average NAEP science scale scores, by age and race/ethnicity: Selected years 1977 to 1999 150
4.4b Differences between White, non-Hispanic and Black, non-Hispanic students' average NAEP science scale scores (White, non-Hispanic minus Black, non-Hispanic), by age: Selected years 1977 to 1999 151
4.4c Average 12th-grade NAEP science scale scores, by highest educational achievement level of either parent and race/ethnicity: 2000 151
4.5 Standard errors for the average number of total, academic, and vocational credits earned by high school graduates, by race/ethnicity: Selected years 1982 to 1998 152
4.6a Standard errors for the percentage distribution of high school graduates, by highest levels of mathematics courses completed and race/ethnicity: 1998 153
4.6b Standard errors for the percentage distribution of high school graduates, by highest levels of science courses completed and race/ethnicity: 1998 154

4.6c Standard errors for the percentage distribution of high school graduates, by highest levels of English courses completed and race/ethnicity: 1998 155
4.6d Standard errors for the percentage distribution of high school graduates, by highest levels of foreign language courses completed and race/ethnicity: 1998 156
4.7 Number of students who took Advanced Placement (AP) examinations (per 1,000 12th-graders), by race/ethnicity: 1984–2000 157
5.1 Percentage distribution of kindergartners, by number of risk factors and race/ethnicity: Fall 1998 158
5.2 Percent of 6- to 18-year-olds, by mother's highest education level and race/ethnicity: Selected years 1974 to 1999 158
5.3 Percent of students in grades K–12 whose parents reported involvement in their child's school, by selected school activities and race/ethnicity: 1999 159
5.4a Percentage distribution of students in grades 3–12 who attended a chosen or assigned school, by race/ethnicity: 1993 and 1999 159
5.4b Percent of students in grades 3–12 with parents who were "very satisfied" with selected aspects of their child's school, by control/aspect of school and race/ethnicity: 1999 160
6.1 Percent of youth in grades 6–12 who participated in selected civic awareness activities almost daily, by race/ethnicity: 1999 ... 160
6.2 Percent of students in grades 6–12 who participated in community service, by race/ ethnicity: 1996 and 1999 161
6.3 Standard errors for the percent of elementary and secondary students using computers at school and at home, by age and race/ethnicity: September 2001 161
6.4 Standard errors for the percent of 12- to 17-year-olds who reported using alcohol, tobacco, or other illicit drugs, by race/ ethnicity, type of drug, and selected time periods: 1999 162
6.5 Births per 1,000 15- to 19-year-old females, by age of mother and race/ethnicity: 2000 163
6.6 Percent of students in grades 9–12 who reported that they felt unsafe, carried a weapon, were threatened or injured, or were in a fight, by race/ethnicity: 2001 163
7.1 Standard errors for the enrollment rates of 18- to 24-year-olds in colleges and universities: Selected years 1980 to 2000 164
7.2 Percentage distribution of degrees conferred by colleges and universities, by race/ethnicity, sex, and degree level: 1999–2000 165
7.3 Percent of bachelor's degrees conferred in total and to Black, non-Hispanics by colleges and universities in the top 10 most popular fields of study, by field of study: 1999–2000 166

7.4 Percent of master's degrees conferred in total and to Black, non-Hispanics by colleges and universities in the top 10 most popular fields of study, by field of study: 1999–2000 167
7.5 Percent of doctor's degrees conferred in total and to Black, non-Hispanics by colleges and universities in the top 10 most popular fields of study, by field of study: 1999–2000 168
7.7a Standard errors for the percent of 25- to 29-year-olds who have completed college (bachelor's degree or higher), by race/ethnicity and sex: Selected years 1965 to 2000 169
7.7b Standard errors for the percent of persons 25 years old and over according to highest degree attained, by race/ethnicity: 2000 169
7.8 Percentage distribution of full-time instructional faculty in colleges and universities, by race/ethnicity and academic rank: 1999 170
7.9 Standard errors for the percent of persons 17 years old and over enrolled in adult education during the previous 12 months, by type of program, employment status, and race/ethnicity: 1999 171
8.1 Standard errors for the unemployment rates of persons 16 years old and over, by age, race/ethnicity, and highest degree attained: 2000 172
8.2 Standard errors for the median earnings (in current dollars) for persons 25 years old and over, by sex, race/ethnicity, and educational attainment: 2000 173
8.3a Standard errors for the percentage distribution of employed persons according to occupation, by sex and race/ethnicity: 2000 173
8.3b Percent of employed 1992–93 bachelor's degree recipients who reported various job characteristics for primary job held in April 1997, by race/ethnicity 174
8.3c Percent of 1992–93 bachelor's degree recipients employed in April 1997 who were very satisfied with various aspects of their work environment, by race/ethnicity 174
8.4a Percentage distribution of adults at various score ranges of literacy, by literacy scale and race/ethnicity: 1992 175
8.4b Percent of persons 25 years old and over who read at a given frequency, by race/ethnicity and type of reading activity: 1999 175
8.5 Voting rates for persons 18 years old and over, by race/ethnicity and highest level of education completed: November 2000 176

BIBLIOGRAPHY 177

HIGHLIGHTS

Status and Trends in the Education of Blacks examines the mix of progress on key education indicators of Black children and adults in the United States. The report released by the National Center for Education Statistics shows that more Black students have completed high school and gone on to college, levels of parental education of Black children have increased, and the number of Black individuals and families below the poverty level has decreased. Despite these gains, progress has been uneven over time and across various measures and differences persist between Blacks and Whites on key indicators of education performance. Highlights include the following:

- Black children are more likely than White or Hispanic children to be enrolled in center-based preprimary education at the ages of 3, 4, and 5. (Indicator 2.1)
- The gap between the percentages of White and Black children whose mothers attained at least a high school education declined between 1974 and 1999, but some difference remained in 1999. The gap between the percentages of White and Black children whose mothers attained a bachelor's degree has been increasing since 1974. (Indicator 5.2)

In elementary/secondary education:

- Most Black students attend public schools where minorities represent the majority of the student body. Seventy-three percent of Black 4th-grade students were enrolled in schools with more than one-half of the students eligible to receive a free or reduced-price lunch. (Indicator 2.3)
- No differences were detected in the percent of Black and White 8th-graders or Black and White 12th-graders absent 3 or more days in the preceding month. (Indicator 3.1)
- Blacks have higher dropout rates than Whites but lower dropout rates than Hispanics. (Indicator 3.3)
- Long-term trends in NAEP scores show increased performance in reading for Black students between 1971 and 1999. Trends in Black performance in NAEP mathematics and sciences also show improvements over the long term. (Indicators 4.2 through 4.4)
- Black high school graduates completed more academic courses in 1998 than in 1982. In 1998, their academic credit totals remained lower than those of Whites, but their vocational credit totals were higher than those of Whites. (Indicator 4.5)
- In 1998, Black students were less likely than White students to take advanced mathematics courses and some advanced science courses and less likely than Hispanic students to take advanced foreign language classes. Between 1984 and 2000, the number of Black students per 1,000 12th graders taking Advanced Placement (AP) examinations increased. However, fewer Black students per 1,000 12th graders than White or Hispanic students took AP exams in 2000. (Indicators 4.6 and 4.7)

- In 1999, a higher percentage of Black and Hispanic children than White children attended public schools chosen by their parents; however, a lower percentage of Black and Hispanic children than White children were in private schools. (Indicator 5.4)
- In 1999, Black students were more likely than White students to report discussing the national news and watching or listening to the national news with others. (Indicator 6.1)
- Blacks ages 12 to 17 were less likely than Whites and Hispanics of the same ages to have used alcohol or tobacco. (Indicator 6.4)

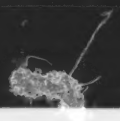
In postsecondary education:

- In 1999–2000, the proportion of associate degrees earned by Blacks was greater than the proportion of bachelor's degrees earned by Blacks. (Indicator 7.2)
- Nearly one-quarter of all bachelor's degrees earned by Blacks in 1999 were earned at historically Black colleges and universities. (Indicator 7.6)
- The proportion of Blacks completing college increased between 1975 and 2000; however, Blacks still remained less likely than Whites to earn degrees. (Indicator 7.7)
- In 1999, Black instructional faculty in colleges and universities were more likely to be assistant professors and instructors than professors or associate professors. (Indicator 7.8)

In the labor force:

- Blacks in 2000 had higher unemployment rates than both Whites and Hispanics at every level of education. (Indicator 8.1)
- Fewer Black and Hispanic men and women than White men and women held managerial or professional positions in 2000. (Indicator 8.3)

INTRODUCTION



Over the past few decades, Blacks have made much progress in educational attainment and achievement. Gaps between Whites and Blacks in educational attainment and achievement have narrowed over time as more Black students have completed high school and gone to college, levels of parental education of Black children have increased, and the number of Black individuals and families below the poverty level has decreased. Despite these gains and the reduced gap between Blacks and Whites, differences persist. Black students and adults have higher retention and dropout rates than Whites, lower test scores, and slightly lower pay and higher unemployment rates for equal levels of education.

This report examines the educational status—both the current condition and recent trends—of Blacks in the United States, using statistical measures. It presents a selection of indicators that illustrate the educational gains made in recent years, as well as the many gaps that still exist. These indicators are examined in four sections and eight chapters arranged as follows:

I. Demographic Overview
   1. Demographic Characteristics
II. Preprimary, Elementary, and Secondary Education
   2. Participation
   3. Persistence
   4. Academics and Achievement
   5. Social Environment and Parental Support for Learning
   6. Student Behaviors
III. Postsecondary Education
   7. Participation and Context
IV. Outcomes of Education
   8. Labor Market and Social Outcomes

Since the mid-1970s, NCES and other statistical agencies have routinely collected and reported data about Black students as well as students of other racial/ethnic groups. Racial/ethnic data collected in surveys are released regularly in reports showing the highlights of the surveys. *Status and Trends in the Education of Blacks* draws on the many statistics published by NCES in a variety of reports and synthesizes these in one compact volume. Many of the indicators in this volume were adapted from indicators used in *The Condition of Education* and *America's Children: Key National Indicators of Well-Being* (published by the Federal Interagency Forum on Child and Family Statistics). Others were specially developed for this volume or based on other publications, including the *Digest of Education Statistics*. This report also uses data from other federal agencies and organizations, including the

- U.S. Department of Commerce, Bureau of the Census;
- U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC);
- U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration;
- U.S. Department of Labor, Bureau of Labor Statistics;

- U.S. Department of Education, Office of Special Education Programs;
- U.S. Department of Justice, Bureau of Justice Statistics;
- College Entrance Examination Board; and
- American College Testing Program (ACT).

The objective of this compilation of indicators is to make information about the educational status of Blacks easily accessible to a variety of audiences.

NCES has produced reports to synthesize data on minority and other groups many times in the past. Short format reports based on findings in *The Condition of Education* have been produced on Black and Hispanic students. NCES also has produced general studies on the status of Hispanic and American Indian/Alaska Native students, as well as specialized studies on historically Black colleges and universities and Hispanic-serving institutions. The more general reports were produced many years ago, and there has been much interest on the part of many NCES customers in the release of new versions of the earlier reports. *Status and Trends in the Education of Blacks* is part of a series of new reports that also includes *Status and Trends in the Education of Hispanics* (NCES 2003–008) and the forthcoming *Status and Trends in the Education of American Indians and Alaska Natives* (NCES 2003–035).

It should be noted that this report refers to the racial/ethnic groups as Blacks, Whites, Hispanics, Asians/Pacific Islanders, and American Indians/Alaska Natives. These have been the standard names and categories used in NCES surveys and reports. Due to the variety of data sources drawn upon for this report, however, there is limited flexibility on the presentation of data, which may lead to inconsistencies; thus, the definition of Whites and Blacks at times includes persons of Hispanic origin. In the text, the terms White and Black refer to those of non-Hispanic origin unless otherwise noted in the data tables and figures within each indicator.

The indicators in this report compare Blacks to all other racial/ethnic groups when available data permit. In some indicators, only narrower comparisons are possible. Some apparent differences in data between racial/ethnic groups or within groups over time may not in fact be statistically significant due to varying sizes of standard errors and sample sizes.

Unless otherwise noted, all statements cited in the text about differences between two or more groups or changes over time were tested for statistical significance and are statistically significant at the 0.05 level. Several test procedures were used, depending on the type of data interpreted and the nature of the statement tested. The most commonly used test procedures are: *t* tests; multiple *t* tests with a Bonferroni adjustment to the significance level; and linear trend tests. The Bonferroni adjustments were made to control for multiple comparisons where appropriate. Bonferroni adjustments correct for the fact that a number of comparisons (g) are being made simultaneously. The adjustment is made by dividing the 0.05 significance level by g comparisons, effectively increasing the critical value necessary for a difference to be statistically different. This means that comparisons that would have been significant with an unadjusted critical *t* value of 1.96 may not be significant with the Bonferroni-adjusted critical *t* value. For example, the Bonferroni-adjusted

critical *t* value for comparisons between any two of the three categories of institutional size is 2.39, rather than 1.96. This means that there must be a larger difference between the estimates being compared for there to be a statistically significant difference when the Bonferroni adjustment is applied than when it is not used.

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I DEMOGRAPHIC OVERVIEW

1 Demographic Characteristics

1.1 Population distribution and growth
1.2 Age distribution of the population
1.3 Family structure
1.4 Individuals, families, and children in poverty
1.5 Children's health risks
1.6 Infant and child mortality

This section provides a context for the education statistics appearing in other sections of this publication. Some demographic characteristics have a direct impact on education statistics, while other demographic conditions are associated with education achievement in more complex ways. For example, increases in the population of young children of any specific group have a direct impact on enrollment since nearly all young children are enrolled in school. Also, children living in poverty tend to have lower educational achievement than children who are not living in poverty.

Some of the data in this section provide information that is useful for understanding the general environment in which minority children live, even though it may be difficult to calculate a direct effect of this environment on educational outcomes. These data are included to help analysts frame or interpret the presented education data in a broader context of social conditions. Health information is important for understanding the general well-being of minority children, but the direct impact on student achievement has not been analyzed in NCES studies. Information on family structure and family size also provide additional context on the social environment of minority children. These social condition variables are related to the socioeconomic status of the children, which is an important factor associated with student achievement.

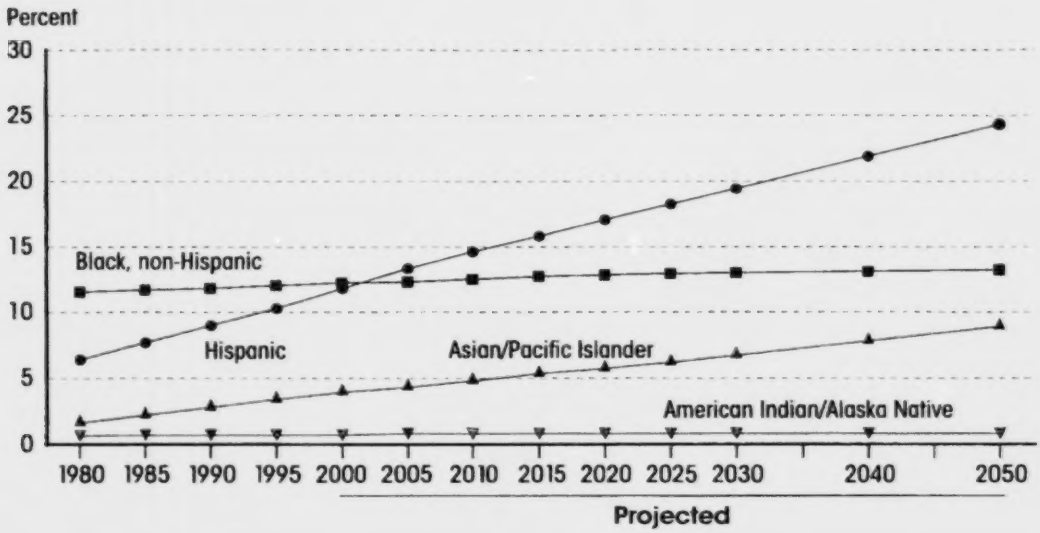
1.1 Population distribution and growth

The Black population became the nation's second largest minority population in 2002 after the Hispanic population.

In 2000, the Black population in the United States was estimated at 33.5 million or 12 percent of the nation's total population. According to long-term projections, the Black population is projected to grow to 41.5 million by 2020 (supplemental table 1.1a). Blacks were the nation's largest minority group in 2000; however, in 2002, Hispanics surpassed Blacks as the nation's largest minority group overall.[1]

[1] U.S. Department of Commerce, Bureau of the Census, "Hispanic Population Reaches All-Time High of 38.8 Million, New Census Bureau Estimates Show," *United States Department of Commerce News* (2003).

Percent of the resident U.S. population, by minority race/ethnicity: Selected years 1980 to 2000 and projections to 2050



SOURCE: U.S. Department of Commerce, Bureau of the Census, *Statistical Abstract of the United States: 2000*, based on Population Estimates Program and Population Projections Program.

1.2 Age distribution of the population

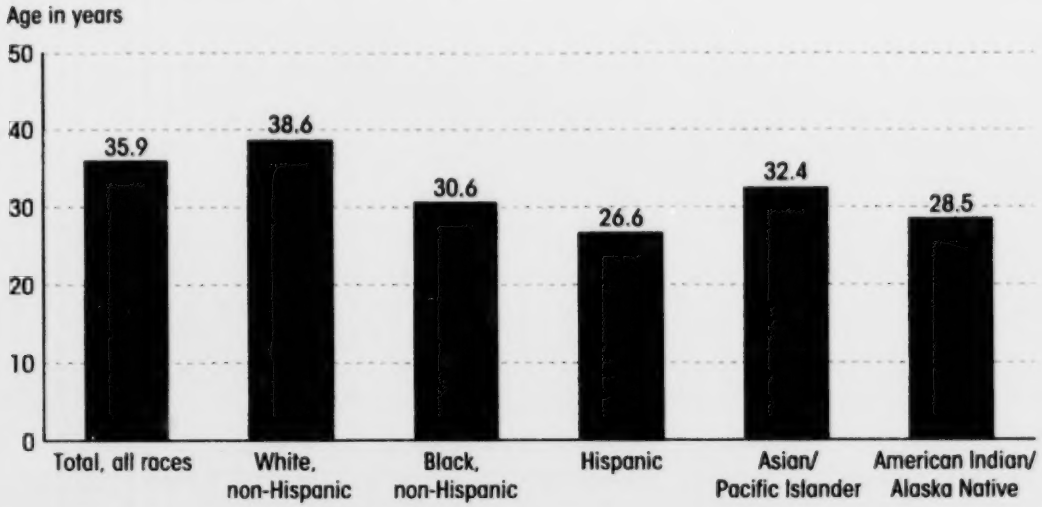
The Black population is relatively young in relation to the White population in the United States.

The median age of the Black population in 2000 was 30.6 years, 5 years younger than the median age of the total U.S. population. This may be explained in part by the fertility rate (live births per 1,000 females ages 15 to 44 in a specified group) among Blacks, which was 18.1 births per 1,000 in 2000 compared to 14.7 for all races, 12.2 for Whites, and 25.1 for Hispanics.[2]

In 2000, Black children under the age of 18 accounted for 15 percent of all U.S. children, while White children were 64 percent of the total U.S. children's population, and Hispanic children were 16 percent. The number of Black children as a proportion of all children in the U.S. is expected to decrease slightly from 15 to 14 percent between 2000 and 2020, but the share of Hispanic children in the total U.S. population of children is expected to increase from 16 to 23 percent.

[2] U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, *National Vital Statistics Reports 50* (5).

Median age of the U.S. population, by race/ethnicity: 2000



SOURCE: U.S. Department of Commerce, Bureau of the Census, *Resident Population Estimates of the United States by Sex, Race, and Hispanic Origin: April 1, 1990 to July 1, 1999, with Short-Term Projections to November 1, 2000*, based on Population Estimates Program.

Number and percentage distribution of children under 18, by race/ethnicity: 1990, 2000, and projected 2020

Race/ethnicity	Number in millions			Percentage distribution			Percent change 1990 to 2000	Percent change 2000 to 2020
	1990	2000	2020	1990	2000	2020		
Total	64.1	70.3	77.1	100	100	100	10	10
White, non-Hispanic	44.1	45.0	42.8	69	64	55	2	-5
Black, non-Hispanic	9.4	10.2	10.8	15	15	14	8	6
Hispanic	8.0	11.4	18.1	12	16	23	43	58
Asian/Pacific Islander	2.0	3.0	4.8	3	4	6	48	60
American Indian/ Alaska Native	0.6	0.7	0.7	1	1	1	7	8

NOTE: Detail may not add to totals due to rounding.

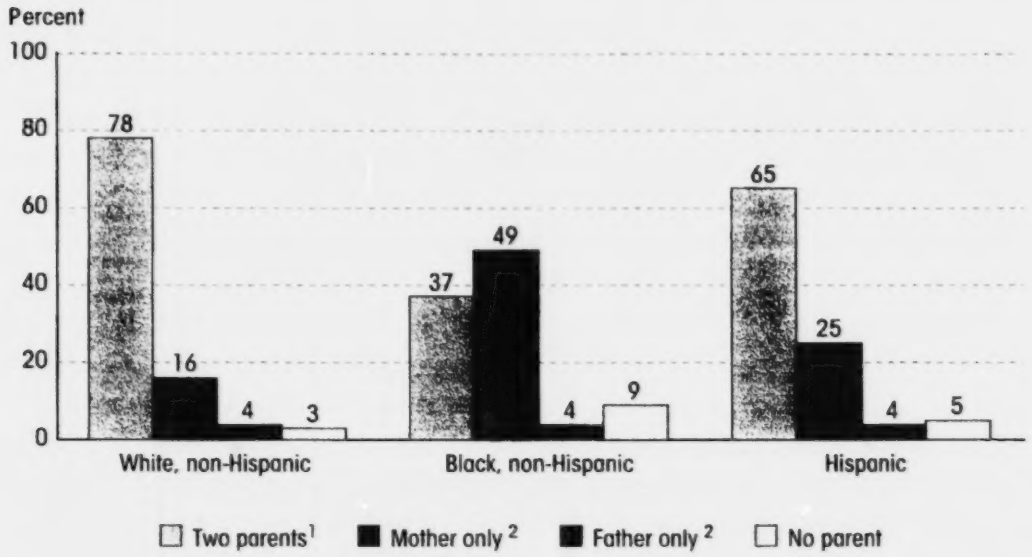
SOURCE: U.S. Department of Commerce, Bureau of the Census, *Statistical Abstract of the United States: 2000*, based on Population Estimates Program.

1.3 Family structure

Less than one-half of Black children lived with two parents in 2000.

Black children are less likely than White or Hispanic children to live in a married-couple family. In 2000, 37 percent of Black children under 18 lived in two-parent families, and 53 percent lived in single-parent families. This percentage of Black children living in two-parent families is lower than the percentage for White and Hispanic children (78 percent and 65 percent, respectively). Black children under 18 are much more likely to live with only their mother (49 percent) than with only their father (4 percent)

Percentage distribution of children under age 18, by presence of parents in household (family structure) and race/ethnicity: 2000



[1] Excludes families where parents are not living as a married couple.

[2] Because of data limitations, includes some families in which both parents are present in household but are living as unmarried partners.

NOTE: Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Household Relationship and Living Arrangements of Children Under 18 Years, by Age, Sex, Race, Hispanic Origin, and Metropolitan Residence: March 2000. Table C2*, based on Population Estimates Program.

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1.4 Individuals, families, and children in poverty

The percentage of Blacks who lived below the poverty level in 2000 was at a historic low; however, Black individuals, families, and children continue to be overrepresented in poverty.

The poverty rate in 2000 for Blacks, at 22 percent, was the lowest since 1959.[3,4] This rate is more than twice the rate for Whites, which was 8 percent. Poverty among Black children is particularly pronounced: 31 percent of Black children lived in poverty in 2000. This percentage is higher than both the percentage of White children (9 percent) and the percentage of Hispanic children (28 percent) living below the poverty level. No differences were detected between the percent of Hispanic families and the percent of Black families living below the poverty level, which were both higher than their counterpart White families (supplemental table 1.4b).

The percentage of Black female-headed households below the poverty level in 2000 was nearly 6 times higher than the percentage of Black married-couple households below the poverty level.[5] Thirty-five percent of all Black female-headed households were below the poverty level in 2000, whereas 6 percent of all married-couple Black families were below the poverty level.

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[3] To define poverty, the U.S. Census Bureau utilizes a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family's total income is less than that family's threshold. The poverty thresholds do not vary geographically and are updated annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). U.S. Department of Commerce, Bureau of the Census, *Poverty in the United States: 2000.*

[4] Unlike most indicators in this report, Black category includes persons who identified themselves as both Black and of Hispanic origin. Hispanic origin includes anyone who identified themselves as Hispanic.

[5] See footnote 4.

Number and percentage of individuals and children living below the poverty level, by race/ethnicity: 2000

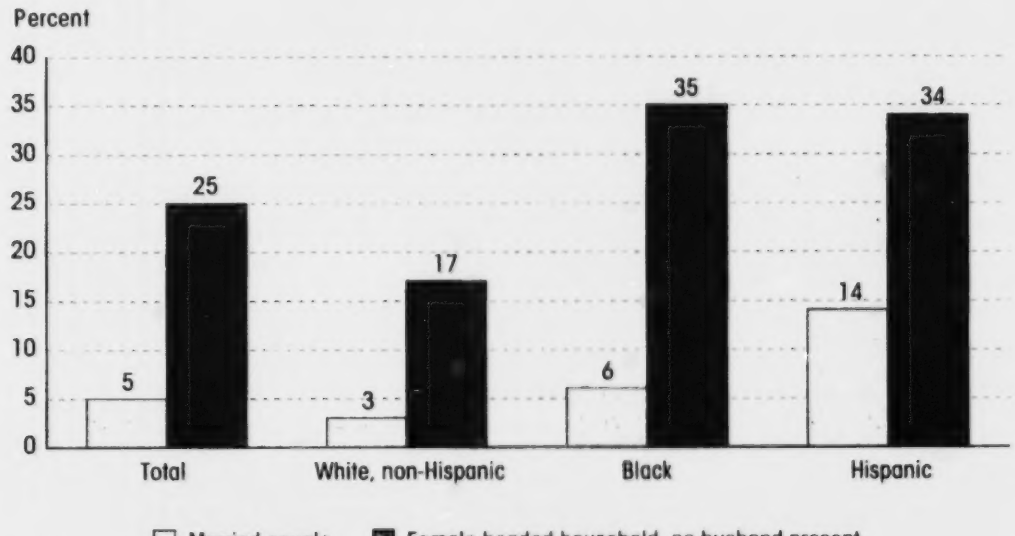
	Individuals		Children	
Race/ethnicity	Number in poverty, in thousands	Percent in poverty	Number in poverty, in thousands	Percent in poverty
Total[1]	31,139	11	11,633	16
White, non-Hispanic	14,572	8	4,222	9
Black	7,901	22	3,526	31
Hispanic	7,155	21	3,330	28

[1] Total includes other racial groups that are not presented separately.

NOTE: Black category includes persons who identified themselves as both Black and of Hispanic origin. Hispanic origin includes anyone who identified themselves as Hispanic.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Poverty in the United States: 2000*, based on March Current Population Survey, 2000.

Percent of families living below the poverty level, by family structure and race/ethnicity: 2000



NOTE: Black category includes persons who identified themselves as both Black and of Hispanic origin. Hispanic origin includes anyone who identified themselves as Hispanic.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Poverty in the United States: 2000*, based on March Current Population Survey, 2000.

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1.5 Children's health risks

Blacks have a higher incidence of low birthweight than Whites or Hispanics. Moreover, in 2000, about one-eighth of Black children under 18 had no public or private health insurance, and just over one-fourth of Black children ages 19 to 35 months had not received immunizations.

Low birthweight, defined as less than 2,500 grams (or 5.5 pounds), is associated with an increased risk of infant death, as well as with an increased risk for long-term illness and disability.[6,7] The percentage of infants born with low birthweight for Blacks is higher than for all other races, at 13 percent in 2000 compared to 6 percent for Hispanics and 7 percent for Whites.

Children without health insurance may be less able to access care and treatment in the event of sickness or injury. In addition, those children who have not been immunized may not be protected from serious, but otherwise preventable, diseases. Both of these situations may affect a child's participation in education. In 2000, 13 percent of all Black children under age 18 were not covered by health insurance, more than the 7 percent of White children, but less than the 25 percent of Hispanic children.[8]

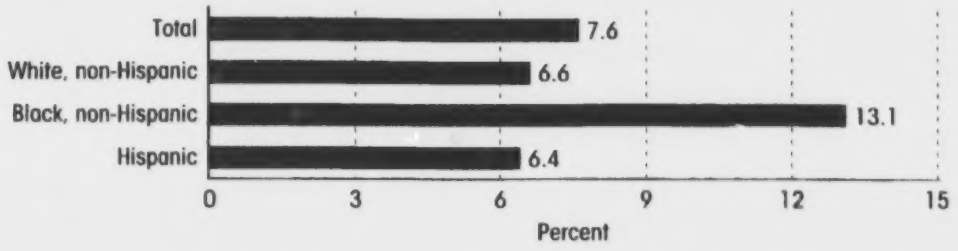
(Continued on page 16.)

[6] J.L. Kiely, K.M. Brett, S. Yu, and D.L. Rowley, "Low Birthweight and Intrauterine Growth Retardation," in *From Data to Action: CDC's Public Health Surveillance for Women, Infants, and Children* (Atlanta, GA: Centers for Disease Control and Prevention, 1994).

[7] J.A. Martin and M.M. Park, "Trends in Twin and Triplet Births: 1980–97," *National Vital Statistics Reports (1999), 47* (24).

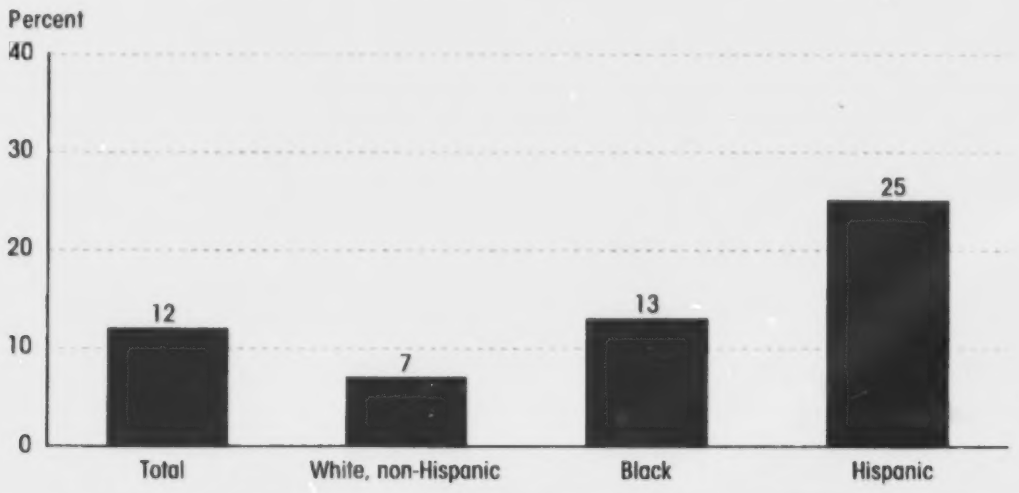
[8] Unlike most indicators in this report, Black category includes persons who identified themselves as both Black and of Hispanic origin. Hispanic origin includes anyone who identified themselves as Hispanic.

Percent of infants born with low birthweight, by race/ethnicity: 2000



SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System.

Percent of children under age 18 with no health insurance, by race/ethnicity: 2000



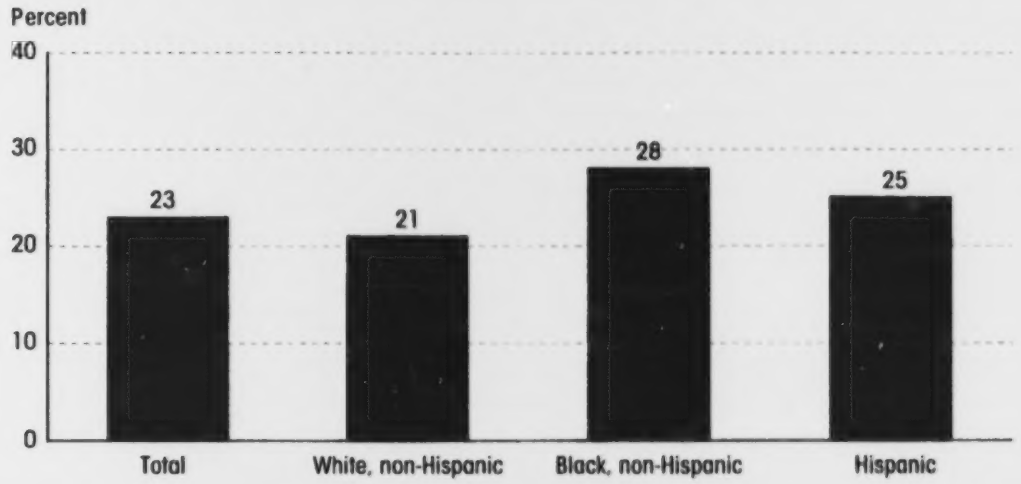
NOTE: Black category includes persons who identified themselves as both Black and of Hispanic origin. Hispanic origin includes anyone who identified themselves as Hispanic.

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Commerce, Bureau of the Census, March Current Population Survey, 2000.

No differences were detected between the proportions of Black (28 percent) and Hispanic (25 percent) children who had not received the 4:3:1:3 combined series vaccination, but more Black children than White children (21 percent) had not received it.[9]

[9] The 4:3:1:3 is a combined series of the four most commonly given vaccines, including: four doses of diphtheria and tetanus toxoids and pertussis vaccine (DTP), three doses of polio vaccine, one dose of measles-containing vaccine (MCV), and three doses of *Haemophilus influenzae* type b (Hib) vaccine.

Percent of children ages 19–35 months without the 4:3:1:3 combined series of vaccinations, by race/ethnicity: 2000



NOTE: The 4:3:1:3 is a combined series of the four most commonly given vaccines, including: four doses of diphtheria and tetanus toxoids and pertussis vaccine (DTP), three doses of polio vaccine, one dose of measles-containing vaccine (MCV), and three doses of *Haemophilus influenzae* type b (Hib) vaccine.

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics and National Immunization Program, National Immunization Survey, 2000.

1.6 Infant and child mortality

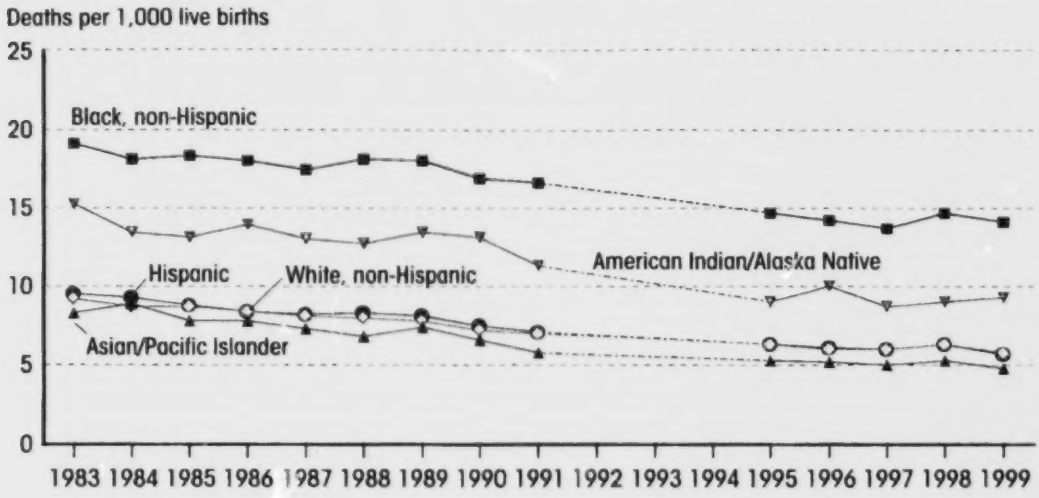
Blacks had the highest infant mortality rate of any racial/ethnic group in 1999, and their child mortality rate was nearly twice that of Whites.

Infant mortality rates (measured by the number of deaths per 1,000 live births) generally declined for all racial and ethnic groups between 1983 and 1999. However, though infant mortality among the Black population decreased from 19.1 deaths per 1,000 live births in 1983 to 14.1 in 1999, it remained higher than the rates for all other groups.

Child mortality rates measure death among children ages 1 to 14. The child mortality rate in 1999 for Black children ages 1 to 4 was 58.9 deaths per 100,000 children, compared to the 1980 rate of 97.6.[10] Although the child mortality rate for Blacks decreased between 1980 and 1999, their 1999 rate was nearly twice as high as the rate for Whites, and more than one and one half times higher than the rate for Hispanics. For children ages 5 to 14, the 1999 mortality rate among Black children was 28.7, about one and one half times the rates for Whites and Hispanics of the same ages.

[10] Unlike most indicators in this report, Black category includes persons who identified themselves as both Black and of Hispanic origin. Hispanic origin includes anyone who identified themselves as Hispanic.

Infant mortality rates, by race/ethnicity: Selected years 1983 to 1999



NOTE: Dashed lines represent periods for which there are no data.

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Linked Files of Live Births and Infant Deaths.

Number of deaths per 100,000 children ages 1–14, by age group and race/ethnicity: Selected years 1980 to 1999

	Ages 1–4					Ages 5–14				
Race/ethnicity	1980	1985	1990	1995	1999	1980	1985	1990	1995	1999
Total	63.9	51.8	46.8	40.6	34.7	30.6	26.5	24.0	22.5	19.2
White, non-Hispanic	—	45.3	37.6	33.9	29.7	—	23.1	21.5	20.1	17.5
Black	97.6	80.7	76.8	70.3	58.9	39.0	35.5	34.4	33.4	28.7
Hispanic	—	46.1	43.5	36.7	32.1	—	19.3	20.0	20.5	16.9
Asian/Pacific Islander	43.2	40.1	38.6	25.4	23.0	24.2	20.8	16.9	16.8	12.2

— Data not available.

NOTE: Black category includes persons who identified themselves as both Black and of Hispanic origin. Hispanic origin includes anyone who identified themselves as Hispanic.

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System.

II PREPRIMARY, ELEMENTARY, AND SECONDARY EDUCATION

2 Participation

2.1 Enrollment in preprimary education and kindergarten
2.2 Early literacy activities
2.3 Elementary and secondary school enrollment
2.4 Before- and after-school care
2.5 Special education

The indicators in this section profile trends in enrollment at the preprimary, elementary, and secondary levels of education, as well as participation in other types of less structured learning activities. These data form key indicators of access to educational opportunities. Early childhood education programs are intended to prepare children socially and academically for formal schooling. Elementary and secondary education provides knowledge, skills, and habits that prepare students for further learning and productive membership in society. Differences in enrollments among racial/ethnic groups can provide insight into inequality of access and participation, issues that are of national concern. Enrollments are explored in various ways including time-series trends and Black student enrollment in schools with varying proportions of minority students.

2.1 Enrollment in preprimary education and kindergarten

Black children are more likely than White or Hispanic children to be enrolled in center-based preprimary education at the ages of 3, 4, and 5.

Research on the relationship between children's early care and education has shown the potential importance of enriching learning experiences for young children, and the positive outcomes of early intervention for educationally disadvantaged children in particular.[11] Black children between the ages of 3 and 5 are more likely to be enrolled in preprimary education than are White or Hispanic children of the same ages. In 1999, 60 percent of Black 3-year-olds were enrolled in center-based preprimary education programs, which is more than the 47 percent of White and 26 percent of Hispanic 3-year-olds who were enrolled in such programs. At age 4, 81 percent of Black children were enrolled in center-based programs, a higher rate than the 69 percent of Whites and 64 percent of Hispanics. At age 5, Black children had nearly universal enrollment (99 percent) in preprimary and kindergarten education, which is higher than the enrollment rates for White children (93 percent) or Hispanic children (89 percent).

Between 1991 and 1999, the percent of Black 3-year-olds enrolled in center-based programs or kindergarten increased from 45 to 60, and the percent of Black 5-year-olds enrolled increased from 94 to 99. However, the apparent difference in the percentage of 4-year-old Black children enrolled in these types of programs between 1991 and 1999 was not statistically significant.

No differences were detected between the enrollment rates of poor and nonpoor Black 3-year-olds in center-based preprimary education programs and kindergarten in 1999.[12] No differences were detected between poor and nonpoor Black 4-year-olds, nor between poor and nonpoor Hispanic 3-year-olds or 4-year-olds (supplemental table 2.1b).

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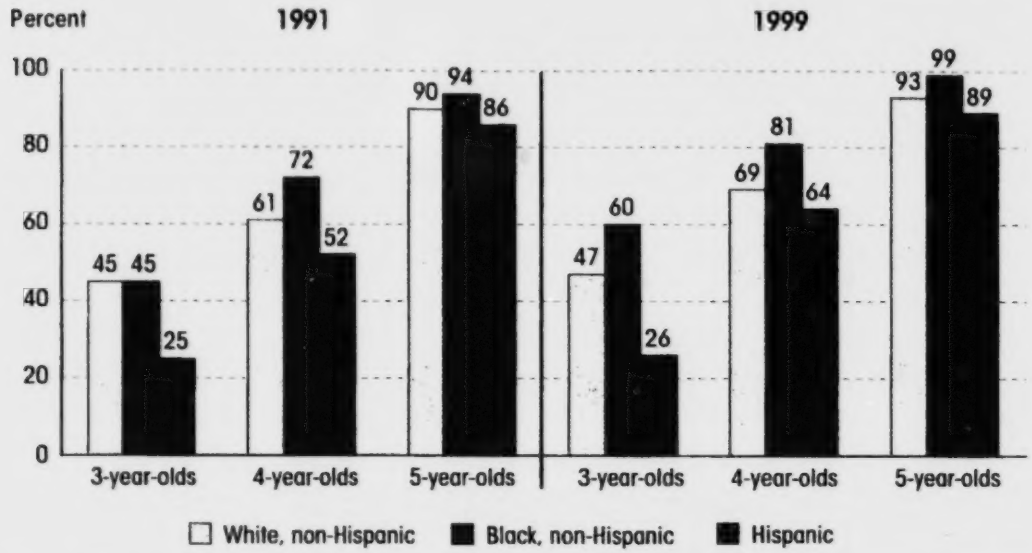
[11] B. Bowman, M. Donovan, and M. Burns (Eds.), *Eager to Learn: Educating Our Preschoolers* (Washington, DC: National Academy Press, 2001).

[12] The poverty thresholds used here are the same as those used by the Bureau of the Census (see Indicator 1.4).

Percent of 3- to 5-year-olds enrolled in center-based programs or kindergarten, by race/ethnicity: 1991 and 1999



SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000*, based on National Household Education Survey (NHES), 1999 (Parent Interview Component).

2.2 Early literacy activities

The percentage of Black 3- to 5-year-olds being read to at home, being told stories, and visiting libraries was higher in 1999 than in 1991. Nonetheless, Black children in 1999 were less likely than their White peers to be read to or to be told a story in the past week.

Research suggests that reading to young children aids in their language acquisition, early reading performance, and later success in school.[13] Other early literacy activities, such as telling stories, may also enhance children's chances for success in school.[14] This indicator reports on the percentage of 3- to 5-year-old children whose parents reported their participation in three literacy activities at home: being read to, being told stories, and visiting a library.

Between 1991 and 1999, Black 3- to 5- year olds were increasingly read to at home, were increasingly told stories at home, and became more likely to visit a library. The percent of Black children read to at home increased from 58 percent in 1991 to 71 percent in 1999; the percent of Black children being told stories increased from 35 percent in 1991 to 45 percent in 1999; and the percent of children who visited a library at least once in the past month was higher in 1999, at 35 percent, than in 1991, at 25 percent. Still, in 1999, the percentage of children who were read to or told a story was higher among Whites than among Blacks. Black children were more likely, however, than Hispanic children, to have been read to or to have visited a library in the past month in 1999. No difference was detected between the percentage of Black children and the percentage of Hispanic children being told stories. The percentage of White children being read to was higher than that of Blacks or Hispanics: 89 percent for White children, 71 percent for Black children, and 61 percent for Hispanic children.

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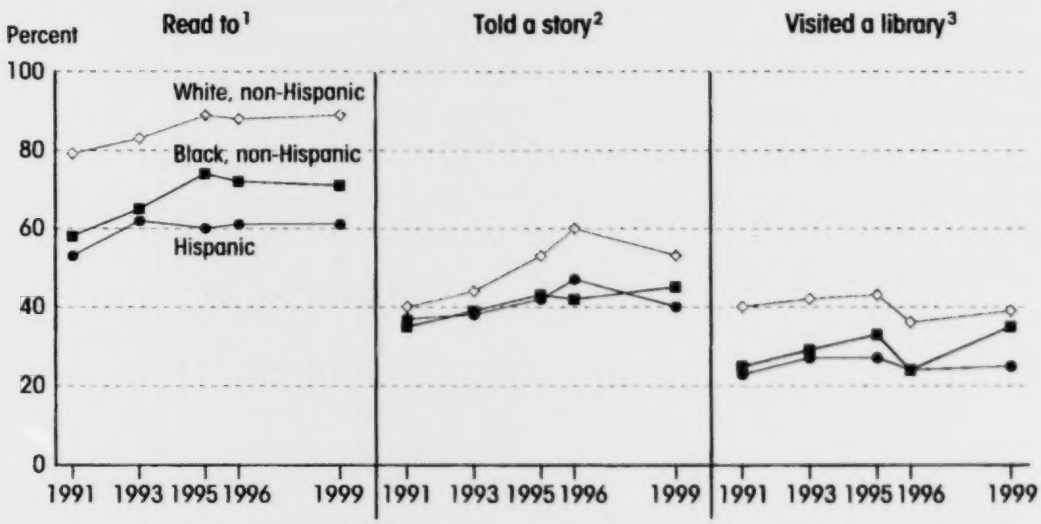
[13] C.E. Snow, M.S. Burns, and P. Griffin (Eds.), *Preventing Reading Difficulties in Young Children* (Washington, DC: National Academy Press, 1998).

[14] C. Snow, "The Theoretical Basis for Relationships Between Language and Literacy in Development," *Journal of Research in Childhood Education (1991), 6*: 5–10.

Percent of 3- to 5-year-olds not yet enrolled in kindergarten who participated in various home literacy activities with a family member, by race/ethnicity: Selected years 1991 to 1999



[1] Refers to being read to at least three times in the past week.

[2] Refers to being told a story at least once in the past week.

[3] Refers to visiting a library at least once in the past month.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education Component), 1993 (School Readiness Component), 1995 (Early Childhood Program Participation Component), 1996 (Parent and Family Involvement in Education Component), and 1999 (Parent Interview Component), restricted-use data.

2.3 Elementary and secondary school enrollment

Minority enrollment in public schools has increased in the past 3 decades. Yet, while the enrollment of Black students increased between 1972 and 1985, it did not statistically significantly increase after 1985. Most Black students attend schools where minorities represent the majority of the student body.

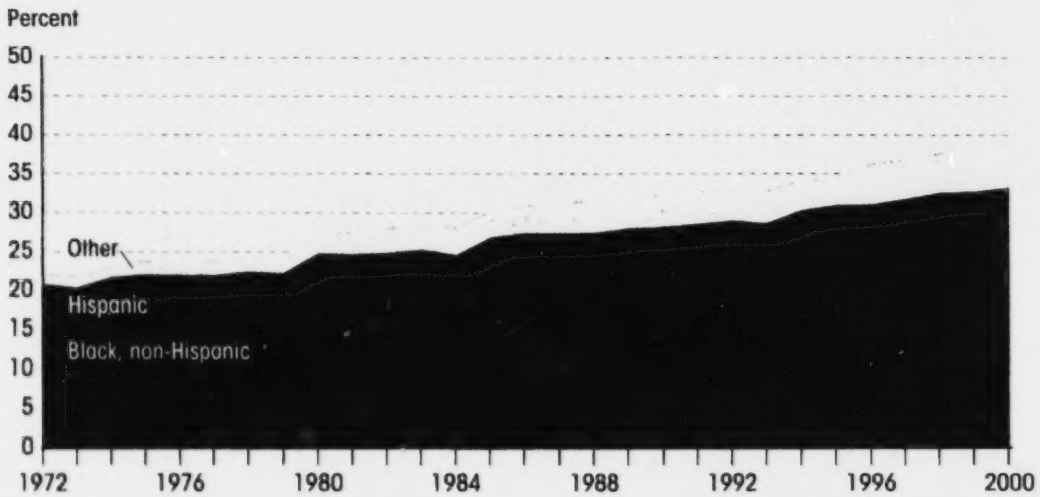
In 2000, minorities constituted 39 percent of public school students in kindergarten through 12th grade, of which 17 percent were Black.

Between 1972 and 2000, the percentage of Black students in public schools increased from 15 to 17 percent while the overall percentage of minority students increased from 22 to 39 percent. By comparison, the percentage of Hispanic students increased from 6 percent to 17 percent of public school enrollment between 1972 and 2000 (supplemental table 2.3a).

There are regional differences in the proportion of Black and other minority enrollment in public elementary and secondary schools. The largest concentration of Black students was in the South, where they made up 26 percent of the student body in 2000. The smallest concentration of Blacks was in the West, where they made up 6 percent of the student body in 2000 (supplemental table 2.3b).

(Continued on page 28.)

Percent of public school students enrolled in grades K–12 who were minorities, by race/ethnicity: 1972–2000



SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2002*, based on U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1972–2000.

Percentage distribution of public elementary and secondary school students of each racial/ethnic group, by percent minority of school: Fall 2000

Race/ethnicity	Total	Less than 10 percent	10–24 percent	25–49 percent	50–74 percent	75–89 percent	90 percent or more
Total	100	28	19	19	13	8	14
White, non-Hispanic	100	43	26	20	8	2	1
Black, non-Hispanic	100	2	7	19	21	13	37
Hispanic	100	2	7	15	20	19	38
Asian/Pacific Islander	100	7	15	23	22	18	15
American Indian/ Alaska Native	100	9	19	27	17	8	20

NOTE: Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished data from Common Core of Data, 2000–01.

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In terms of the racial/ethnic composition of students at the schools that Blacks attend, in 2000, the majority of Black students attending public elementary and secondary schools were enrolled in schools where minorities comprise the majority of the student population. Thirty-seven percent of Black students were enrolled in schools where minorities accounted for 90 percent or more of the student body, and 71 percent of Black students were enrolled in schools where minorities represented 50 percent or more of the population. The majority (51 percent) of Black students also were enrolled in public schools in which the majority of the student body is Black (supplemental table 2.3c). In 2000, less than one-quarter (24 percent) of Black students attended schools in which Black enrollment was less than 25 percent.

Black public school enrollment can also be looked at with respect to various school demographic characteristics. The majority of Black public school students lived either in a large city or in the urban fringe of a large city (32 percent and 24 percent, respectively). The same was true of Hispanics and Asian American/ Pacific Islanders. However, the majority of American Indian/Alaska Native students lived in rural areas or small towns (38 percent and 17 percent, respectively). Thirty-one percent of Whites lived on the urban fringe of a large city; however, 28 percent of Whites also lived in rural areas, compared to 10 percent of minorities, on average.

The state with the largest concentration of Blacks was Mississippi, at 51 percent, followed by Louisiana, with 48 percent. Both of these states had well above the national average concentration of Blacks (17 percent). Mississippi was the only state in which Blacks made up the largest proportion of the population out of any racial/ethnic group (supplemental table 2.3e). In two of the ten largest public school districts in the nation, Blacks constituted more than 50 percent of the student population and thus had a larger percentage enrolled than Whites, Hispanics, Asian/Pacific Islanders, or American Indian/ Alaska Natives. In the City of Chicago, IL public school district, Blacks made up 52 percent of total enrollment, and in the Philadelphia City, PA public school district, Blacks made up 65 percent of total enrollment in 2000 (supplemental table 2.3f).

Seventy-three percent of Black 4th-grade students were enrolled in schools with more than one half of the students eligible to receive a free or reduced-price lunch. Twenty-eight percent attended schools with 51 to 75 percent of the students eligible, and 32 percent attended schools with 76 to 99 percent of the students eligible. Thirteen percent of Black students were enrolled in schools with 100 percent of the students eligible for free or reduced-price lunch. No differences were detected between the percent of Black students in schools with 100 percent of the students eligible for free or reduced-price lunch and the percents for Hispanic and American Indian/Alaska Native students; however, the percent of Black students in schools with 100 percent of student eligibility was higher than those for Whites and Asians/Pacific Islanders.

Percentage distribution of public elementary and secondary school enrollment, by race/ethnicity and urbanicity: Fall 2000

Urbanicity	Total	White, non-Hispanic	Total minority	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Total[1]	100	100	100	100	100	100	100
Large city[2]	16	6	31	32	32	28	10
Mid-size city[3]	13	11	16	19	15	12	11
Urban fringe/large city[4]	30	31	30	24	33	44	16
Urban fringe/mid city[5]	9	11	6	6	6	5	6
Large town[6]	1	1	1	1	1	1	2
Small town[7]	9	11	6	8	5	2	17
Rural[8]	21	28	10	10	8	8	38

[1] Total includes those of unknown urbanicity.

[2] Central city of metropolitan statistical area (MSA) with population of 400,000 or more or a population density of 6,000 or more persons per square mile.

[3] Central city of an MSA but not designated as a large central city.

[4] Place within the MSA of a large central city.

[5] Place within the MSA of a midsize central city.

[6] Place not within an MSA but with population of 25,000 or more and defined as urban.

[7] Place not within an MSA with a population of at least 2,500, but less than 25,000.

[8] Place with a population of less than 2,500.

NOTE: Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished data from Common Core of Data, 2000–01.

Percentage distribution of 4th-grade public school students of each racial/ ethnic group, by percentage of students in school eligible for free or reduced-price lunch: 2000

Race/ethnicity	Total	0 percent	1–5 percent	6–10 percent	11–25 percent	26–50 percent	51–75 percent	76–99 percent	100 percent
Total	100	6	11	11	14	20	20	11	6
White, non-Hispanic	100	7	14	15	18	23	17	5	1
Black, non-Hispanic	100	2	2	2	7	14	28	32	13
Hispanic	100	4	4	7	9	16	26	16	17
Asian/Pacific Islander	100	7	27	16	9	13	10	7	2
American Indian/ Alaska Native	100	3	2	1	9	25	32	16	12

NOTE: Detail may not add to 100 due to rounding.

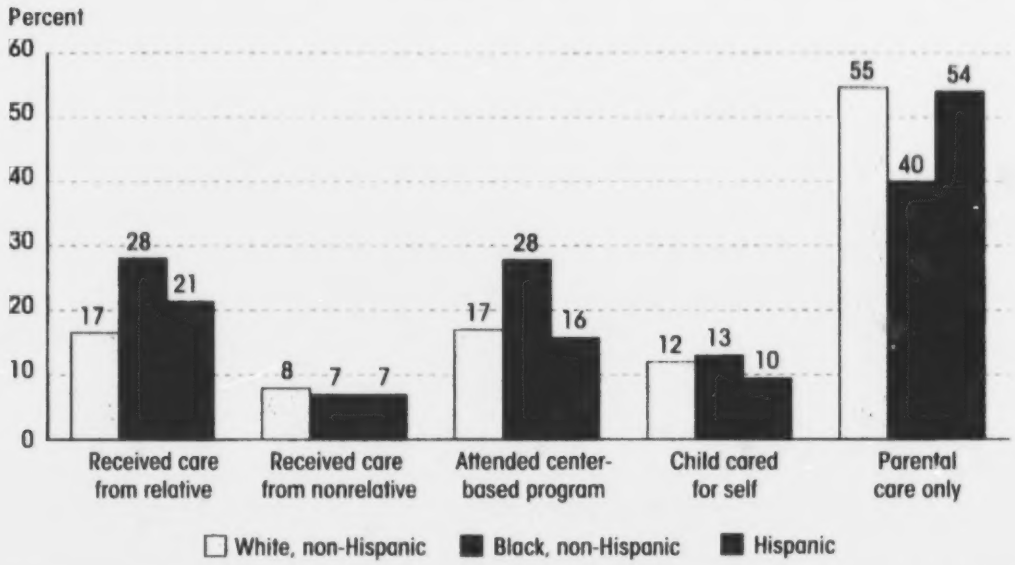
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Reading Assessment.

2.4 Before- and after-school care

Black children are more likely to receive before- and after-school care from a relative and to attend a center-based program than are White children or Hispanic children.

In 1999, Black children in kindergarten through 8th grade were more likely than children of any other race/ethnicity to receive before- or after-school care from a relative. Twenty-eight percent of Black children received care from a relative, compared to 17 percent of White children and 21 percent of Hispanic children. Black students also were more likely to attend center-based programs (28 percent) than Hispanic (16 percent) or White students (17 percent). In contrast, Hispanic and White students both were more likely than Black students to have only parental care.

Percent of children in grades K–8 who received various types of care before and after school, by race/ethnicity: 1999



NOTE: Percentages for each racial/ethnic group may add to greater than 100 because more than one category could be indicated.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Education Survey (NHES), 1999 (Parent Interview Component).

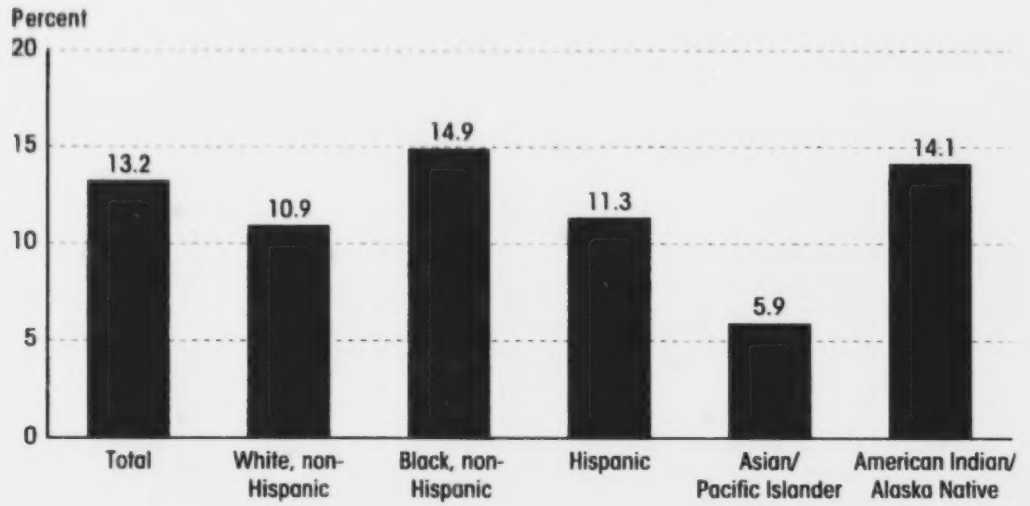
2.5 Special education

Black students are more likely than Whites, Hispanics, or Asians/Pacific Islanders to receive special education services.

The Individuals with Disabilities Education Act (IDEA) helps children with disabilities receive special education.[15] In the 1999–2000 school year, 13 percent of all children 3 to 21 years old received services under the Individuals with Disabilities Education Act (IDEA). The proportions of Black and American Indian students served (15 and 14 percent, respectively) are higher than the proportions of White, Hispanic, and Asian/Pacific Islander students served by IDEA. Similar percentages of White and Hispanic students received special education services (11 percent), while 6 percent of all Asian/Pacific Islander students received these services.

[15] The precursor to IDEA—the Education for All Handicapped Children Act (EAHCA)—was first passed in 1975 to provide federal funding for the education of individuals with disabilities. This act was amended in 1990 to become IDEA. IDEA aims "to ensure that all children with disabilities have available to them a free, appropriate public education that emphasizes special education and related services designed to meet their particular needs; to ensure that the rights of children with disabilities and their parents or guardians are protected; to assist States and localities to provide for the education of all children with disabilities; and to assess and ensure the effectiveness of efforts to educate children with disabilities." U.S. Department of Education, *Twenty-Second Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act* (2000).

Percent of 3- to 21-year-olds served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 1999–2000



SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), *Data Tables for OSEP State Reported Data*, based on OSEP state data; and U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1999–2000.

II PREPRIMARY, ELEMENTARY, AND SECONDARY EDUCATION

3 Persistence

3.1 Absenteeism
3.2 Grade retention, suspension, and expulsion
3.3 Dropout rates
3.4 High school completion

The indicators in this section focus on the efforts that students put into their studies, their progress through elementary and secondary school, and their success at completing high school. Particular attention is paid to how Black students compare to other population groups as they proceed through school. Indicators of student effort and persistence include how often students are absent from school, how many students are retained in grade, and how many students drop out. Problems early on in school, such as behavior that leads to suspension and expulsion, can accumulate and may eventually make students more likely to drop out of school, which has long-term negative consequences.[16]

[16] P. Kaufman, M.N. Alt, and C.D. Chapman, *Dropout Rates in the United States: 2000* (NCES 2002–114).

3.1 Absenteeism

In 2000, there were no differences detected in levels of absenteeism from school between Black students and White and Hispanic students at the 8th- and 12th-grade levels.

Absenteeism decreases the learning opportunities children have at school. In 2000, 22 percent of Black 8th-graders and 29 percent of Black 12th-graders were absent 3 or more days in the previous month. No differences were detected in the percent of Black and White 8th-graders or Black and White 12th-graders absent 3 or more days in the preceding month. However, more Black 8th-graders than Asian/Pacific Islander 8th-graders were absent 3 or more days in the preceding month.

Percent of 8th- and 12th-grade students who were absent from school, by number of days missed in the preceding month and race/ethnicity: 2000

Race/ethnicity	8th-grade students			12th-grade students		
	No absences	1–2 days	3 or more days	No absences	1–2 days	3 or more days
Total	45	35	20	33	39	28
White, non-Hispanic	45	37	19	33	40	27
Black, non-Hispanic	49	29	22	33	38	29
Hispanic	40	35	26	31	35	34
Asian/Pacific Islander	60	29	11	37	31	32
American Indian/Alaska Native	34	33	34	26	41	33

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Science Assessment, unpublished data by Educational Testing Service.

3.2 Grade retention, suspension, and expulsion

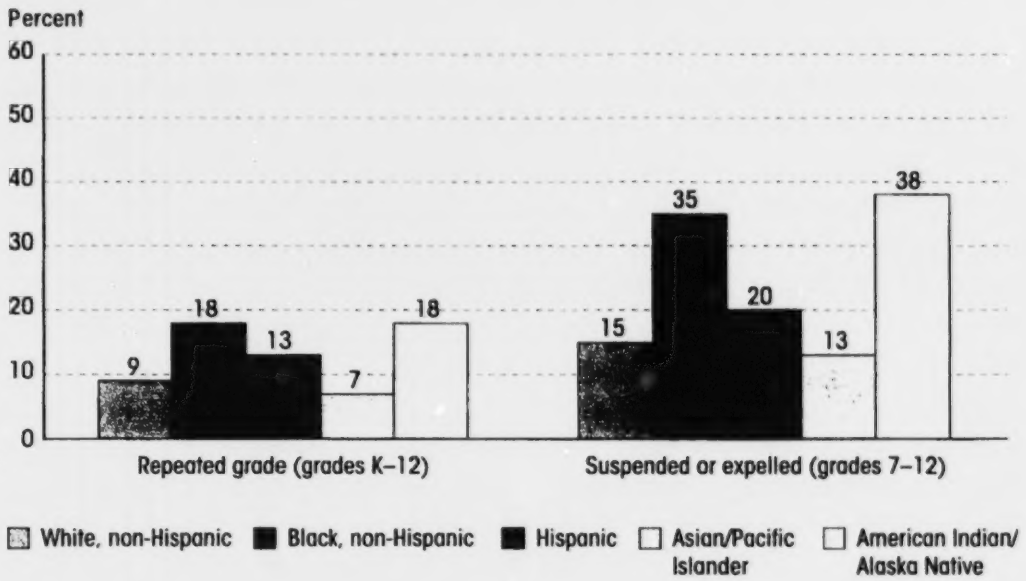
Black students have higher retention and suspension/expulsion rates than do White and Hispanic students.

Children are retained in grade if they are judged to not have the academic or social skills to advance to the next grade. Children who are retained in grade may show poorer attendance, social adjustment, and attitudes toward school compared to those not retained in grade. They are also more likely to drop out of school than those students who are not retained.[17] Students who are being disruptive enough to warrant a suspension or expulsion may not be engaged in learning. Students who are not in school, sometimes due to suspension or expulsion, typically cannot be expected to be learning.[18] In 1999, 18 percent of Black students in kindergarten through 12th grade had ever repeated at least one grade. This retention rate is higher than the 13 percent of Hispanic students and the 9 percent of White students who had ever repeated a grade. Racial/ethnic differences also were evident in suspension and expulsion rates. In 1999, 35 percent of Black students in grades 7 through 12 had been suspended or expelled at some point in their school careers, higher than the 20 percent of Hispanics and 15 percent of Whites.

[17] S.R. Jimerson, "On the Failure of Failure: Examining the Association Between Early Grade Retention and Education and Employment Outcomes During Late Adolescence," *Journal of School Psychology (1999), 37*(3): 243–272.

[18] G. Wehlage, R. Rutter, G. Smith, N. Lesko, and R. Fernandez, *Reducing the Risk: Schools as Communities of Support* (London: The Falmer Press, 1989).

Percent of elementary and secondary students who had ever repeated a grade or been suspended/expelled, by race/ethnicity: 1999



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1999 (Parent Interview Component).

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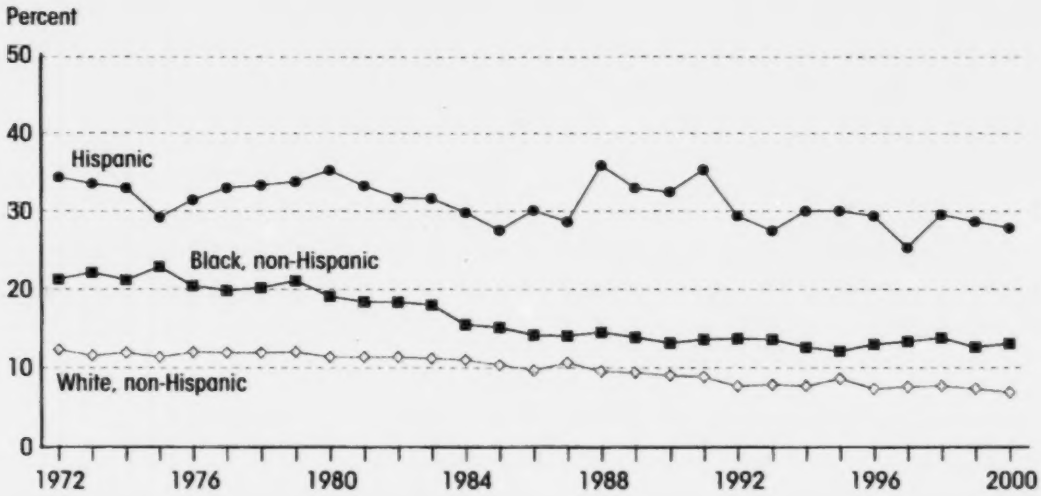
3.3 Dropout rates

Blacks have higher dropout rates than those of Whites but lower rates than those of Hispanics.

Young adults who do not finish high school are more likely to be unemployed and earn less when they are employed than those who completed high school.[19] Status dropout rates represent the proportion of persons ages 16-to-24-year-olds who are out of school and who have not earned a high school diploma or equivalency credential, such as a General Educational Development (GED) credential. In 2000, 13 percent of Black 16- to 24-year-olds had not earned a high school credential. This status rate was higher than the rate for Whites (7 percent), yet lower than that for Hispanics (28 percent). The status dropout rate for Black students declined by 8 percentage points between 1972 and 2000, from 21 percent to 13 percent; for Whites the rate declined by 5 percentage points, from 12 percent to 7 percent; and for Hispanics the rate declined by 6 percentage points, from 34 percent to 28 percent.

[19] P. Kaufman, M.N. Alt, and C.D. Chapman, *Dropout Rates in the United States: 2000* (NCES 2002–114).

Percent of 16- to 24-year-olds who were high school dropouts, by race/ethnicity: 1972–2000



NOTE: The data presented here represent status dropout rates, which is the percentage of 16- to 24-year-olds who are out of school and who have not earned a high school credential. Another way of calculating dropout rates is the event dropout rate, which is the percentage of 15- to 24-year-olds who dropped out of grades 10 through 12 in the 12 months preceding the fall of each data collection year. Event dropout rates are not presented here.

SOURCE: P. Kaufman, M.N. Alt, and C.D. Chapman, *Dropout Rates in the United States: 2000*, based on U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1972–2000.

3.4 High school completion

The high school completion rate for Blacks rose between 1972 and 2000, yet the gap between Blacks and Whites has not narrowed since the early 1980s.

The high school completion rate indicates the percentage of 18- to 24-year-olds who have a high school diploma or an equivalent credential, including a General Educational Development (GED) credential.[20] The higher dropout rate for Blacks is reflected in the high school completion gap between Blacks and Whites. In 2000, Blacks ages 18 to 24 had a completion rate of 84 percent, lower than the White completion rate of 92 percent, but higher than the Hispanic completion rate of 64 percent. Although a gap in high school completion rates still exists between White and Black young adults, the 2000 completion rate for Blacks ages 18 to 24 years old was statistically significantly higher, at 84 percent, than all completion rates for Blacks ages 18 to 24 before 1982. This indicates that a greater proportion of Black young adults in 2000 were completing high school than in the 1970s, but changes in the percentages completing high school since 1982 have generally not been statistically significant.

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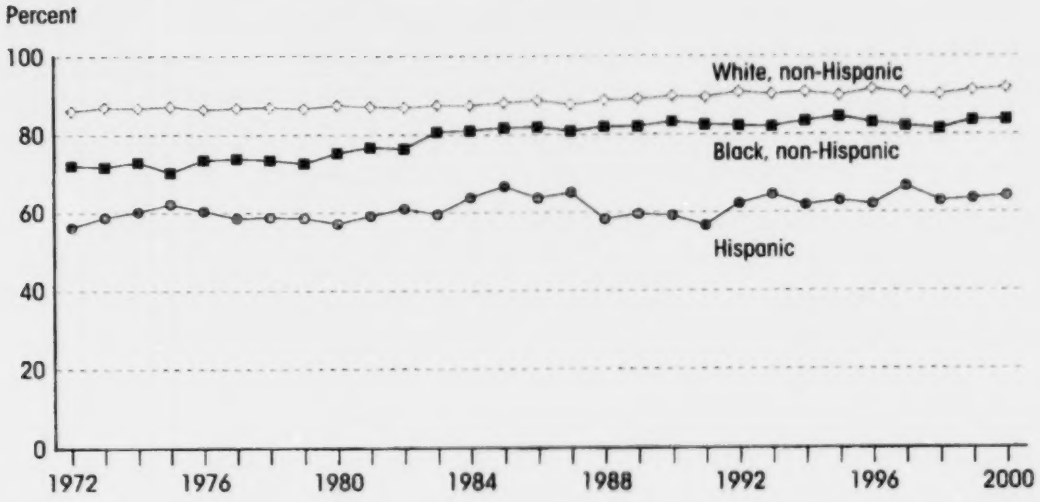
[20] A national completion rate based on a single cohort of students is not available at this time.

High school completion rates for 18- to 24-year-olds not currently enrolled in high school, by race/ethnicity: 1972–2000



SOURCE: P. Kaufman, M.N. Alt, and C.D. Chapman, *Dropout Rates in the United States: 2000*, based on U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1972–2000.

II PREPRIMARY, ELEMENTARY, AND SECONDARY EDUCATION

4 Academics and Achievement

4.1 Teacher reports on kindergartners' approaches to learning
4.2 Student performance in reading
4.3 Student performance in mathematics
4.4 Student performance in science
4.5 Trends in credit earning and coursetaking in high school
4.6 Advanced coursetaking in high school
4.7 Advanced Placement examinations
4.8 Student performance on college entrance examinations

This section presents findings on elementary and secondary student achievement and other academic outcomes. It also presents findings on the progress that is being made in improving Black student performance and closing achievement gaps. Children enter school with varying levels of knowledge and skills, and measures of early childhood competencies represent important indicators of future prospects both inside and outside of the classroom. As students proceed through school, it is essential to measure their progress to ensure that they are acquiring the necessary skills and understanding challenging subject matter. These academic outcomes are measured as the change in performance over time and through the percentage of students achieving predetermined standards of competence. Gaps in student performance are also compared in terms of parental education, by race/ethnicity.

4.1 Teacher reports on kindergartners' approaches to learning

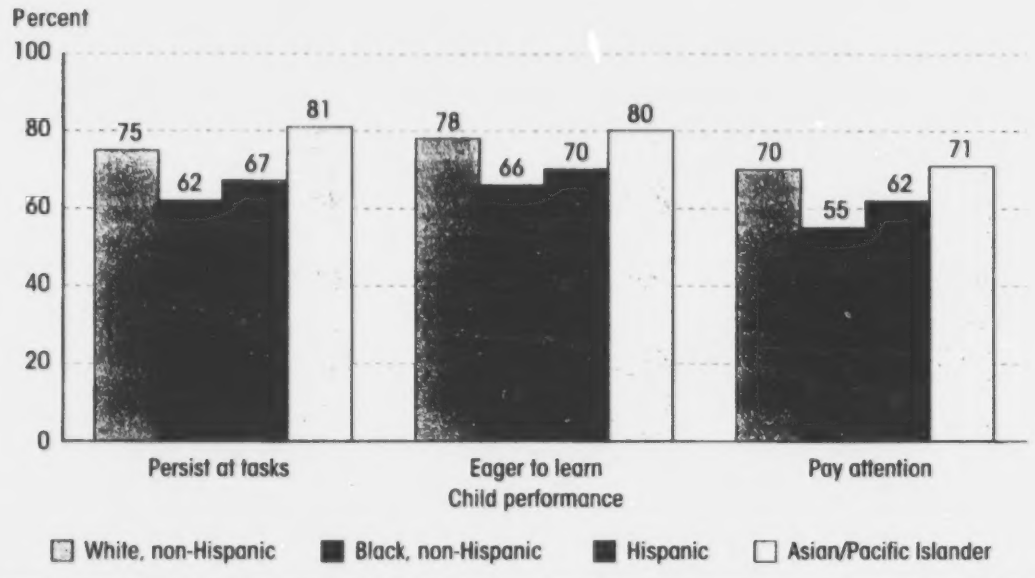
Black kindergartners are less likely than their White and Asian peers to persist at tasks, to be eager to learn, and to pay attention according to their teachers.

The resources children possess when they enter kindergarten, such as their approaches to learning (as well as their early literacy skills and general health), are related to their performance in school.[21] In 1998, a lower percentage of Black first-time kindergartners than White or Asian first-time kindergartners had teachers who reported that they persisted at tasks, were eager to learn, and paid attention "often" or "very often." Parents of Black children were also less likely to rate their children as "often" or "very often" persistent at tasks than parents of White and Asian children.[22] Sixty-two percent of Black first-time kindergartners were reported by their teachers to persist at tasks, 66 percent were reported to be eager to learn, and 55 percent were reported to pay attention "often" or "very often."

[21] K. Denton and J. West, *Children's Reading and Mathematics Achievement in Kindergarten and First Grade* (NCES 2002–125).

[22] J. West, K. Denton, and E. Germino-Hausken, *America's Kindergartners* (NCES 2000–070).

Percent of first-time kindergartners whose teachers reported that they persist at tasks, are eager to learn, and pay attention "often" or "very often," by race/ethnicity: Fall 1998



SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000*, based on Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, Fall 1998.

4.2 Student performance in reading

NAEP reading scores for Black students increased between 1971 and 1999. However, in 1999, Blacks performed lower than Whites in reading.

The long-term component of the National Assessment of Educational Progress (NAEP) tracks the reading performance of 9-, 13-, and 17-year-old students from the early 1970s to 1999. Between 1971 and 1999, Black students' NAEP reading scores improved for ages 9, 13 and 17. With the exception of White 17-year-old students, all other racial/ethnic groups at all age levels also improved over this period. However, between 1990 and 1999, scores tended to fluctuate, with no statistically significant changes observed for Black students or for students from other racial/ethnic groups at all age levels (except White 13-year-olds, whose increase in reading scores between 1990 and 1999 is statistically significant.) This means that the performance improvement for Blacks as well as all other racial/ethnic groups at all age levels (except White 13-year-olds) came early in the assessment period, with little improvement over the past decade.

Despite gains among Black students at all three age groups since the 1970s, their performance in 1999 remained statistically significantly lower than that of White students. In 1999, average scores among Black 9-year-olds were 16 percent below Whites' scores (a gap of 35 points), among 13-year-olds they were 11 percent below Whites' scores (a gap of 29 points), and among 17-year-olds they were 10 percent below Whites' scores (a gap of 31 points). Though no clear trend is apparent, these 1999 reading scale score gaps decreased from the gaps observed between Whites and Blacks in 1971 at all levels. However, for 13- and 17-year-olds, score gaps between Whites and Blacks in 1988 were smaller than those in 1999, indicating a slight widening of the gaps from the late 1980s to 1999. Score differences between Hispanic and Black students were generally not statistically significant throughout the assessment years.

When 12th-grade student performance is broken out by parental education attainment categories (as reported by students), NAEP reading score gaps between Whites and Blacks persist.[23] In 1998, the gap between Whites and Blacks whose parents did not finish high school was 30 points, as was the gap between Whites and Blacks whose parents had graduated from college (supplemental table 4.2c).

[23] In this and following similar analyses in 4.3 and 4.4, grade levels rather than age groups are discussed because a different NAEP assessment (the National NAEP rather than the Long-Term Trend NAEP), which uses grade levels instead of age groups, is used.

Average NAEP reading scale scores, by age and race/ethnicity: Selected years 1971 to 1999

Age and race/ethnicity	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999
Age 9										
Total	208*	210	215	211	212	209	211	211	213	212
White, non-Hispanic	214*	217*	221	218	218	217	218	218	220	221
Black, non-Hispanic	170*	181	189	186	189	182	185	185	191	186
Hispanic	—	183*	190	187	194	189	192	186	195	193
Age 13										
Total	255*	256*	259	257	258	257*	260	258	258	259
White, non-Hispanic	261*	262*	264	263*	261*	262*	266	265	266	267
Black, non-Hispanic	222*	226*	233	236	243	241	238	234	234	238
Hispanic	—	233*	237	240	240	238	239	235*	238	244
Age 17										
Total	285	286	286	289	290	290	290	288	288	288
White, non-Hispanic	291	293	293	295	295	297	297	296	295	295
Black, non-Hispanic	239*	241*	243*	264	274*	267	261	266	266	264
Hispanic	—	252*	261	268	271	275	271	263	265	271

* Statistically significantly different from 1999.

— Data not available.

NOTE: The initial assessment year for reading for Hispanics was 1975.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

Differences between White, non-Hispanic and Black, non-Hispanic students' average NAEP reading scale scores (White, non-Hispanic minus Black, non-Hispanic), by age: Selected years 1971 to 1999

* Statistically significantly different from 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

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4.3 Student performance in mathematics

Black students' mathematics scale scores improved between 1973 and 1999, yet gaps still persisted in 1999 between White and Black students in mathematics performance.

Black students' performance in mathematics was higher at all three ages in 1999 than their performance in 1973 through 1982. However, Black students' mathematics performance has seen no statistically significant change since the 1980s.

In 1999, 9-year-old Black students had an average NAEP mathematics scale score lower than the score for White 9-year-olds. Black 13- and 17-year-olds had average mathematics scale scores lower than both White and Hispanic students' scores for the same age groups. While gaps in the mathematics scores between White and Black and between White and Hispanic 13- and 17-year-olds have narrowed considerably since 1973, the gaps remained in 1999, and no clear trend is apparent.

When 12th-grade student performance is broken out by parental education attainment categories (as reported by students), NAEP mathematics score gaps between Whites and Blacks persist. In 2000, the gap between Whites and Blacks whose parents did not finish high school was 16 points, and the gap between Whites and Blacks whose parents had graduated from college was 35 points (supplemental table 4.3c).

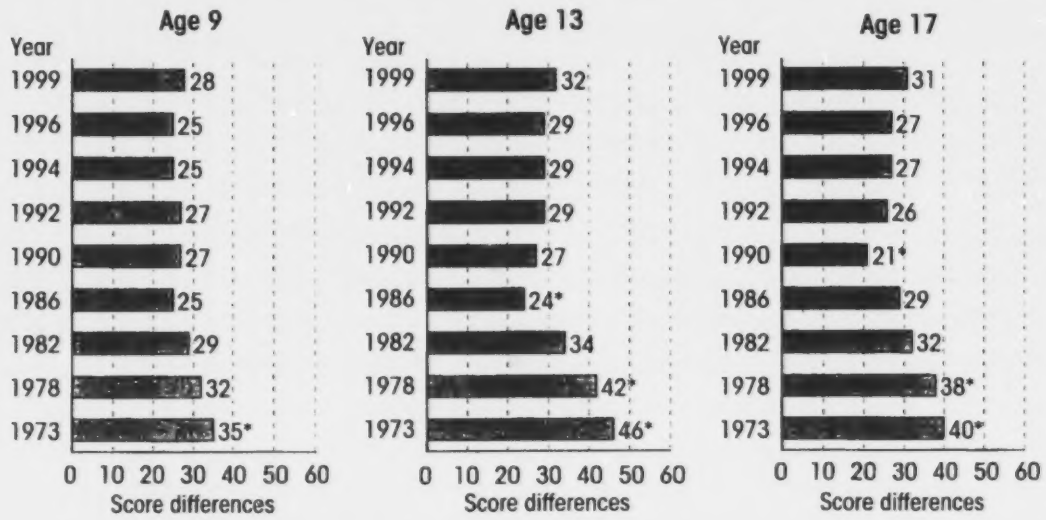
Average NAEP mathematics scale scores, by age and race/ethnicity: Selected years 1973 to 1999

Age and race/ethnicity	1973	1978	1982	1986	1990	1992	1994	1996	1999
Age 9									
Total	219*	219*	219*	222*	230*	230*	231	231	232
White, non-Hispanic	225*	224*	224*	227*	235*	235*	237	237	239
Black, non-Hispanic	190*	192*	195*	202*	208	208	212	212	211
Hispanic	202*	203*	204*	205*	214	212	210	215	213
Age 13									
Total	266*	264*	269*	269*	270*	273*	274	274	276
White, non-Hispanic	274*	272*	274*	274*	276*	279*	281	281	283
Black, non-Hispanic	228*	230*	240*	249	249	250	252	252	251
Hispanic	239*	238*	252*	254	255	259	256	256	259
Age 17									
Total	304*	300*	299*	302*	305*	307	306	307	308
White, non-Hispanic	310*	306*	304*	308*	309*	312*	312	313	315
Black, non-Hispanic	270*	268*	272*	279	289	286	286	286	283
Hispanic	277*	276*	277*	283*	284*	292	291	292	293

* Statistically significantly different from 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

Differences between White, non-Hispanic and Black, non-Hispanic students' average NAEP mathematics scale scores (White, non-Hispanic minus Black, non-Hispanic), by age: Selected years 1973 to 1999



* Statistically significantly different from 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

4.4 Student performance in science

Black students' science scale scores improved between 1982 and 1999, yet large gaps persisted in 1999 between Black and White students' science performance.

Overall, the average science scale scores of Blacks, Hispanics, and Whites increased at ages 9, 13 and 17 between 1977 and 1999. There have been few changes in recent years, however. There are no statistically significant differences between the 1992 and 1999 scores for Blacks and Whites.

In 1999, scale scores for Whites were higher than those for Black and Hispanic students at all three age levels. Black 17-year-olds' scores were lower than Hispanic 17-year-olds' as well. Though no clear trend is apparent, among 9-year-olds and 13-year-olds there were statistically significant decreases in the 1999 score gaps between White and Black students from 1977, but not among 17-year-olds. At age 9, the gap between White and Black students decreased from 55 points in 1977 to 41 points in 1999. At age 13, the gap decreased from 48 points in 1977 to 39 points in 1999. Despite the decrease in the gaps, the difference remained large.

As with NAEP reading and math score gaps, when student scores are broken out by levels of parental education, NAEP science score gaps between Whites and Blacks persist. In 2000, the gap between Whites and Blacks whose parents did not finish high school was 18 points, and the gap between Whites and Blacks whose parents had graduated from college was 34 points (supplemental table 4.4c).

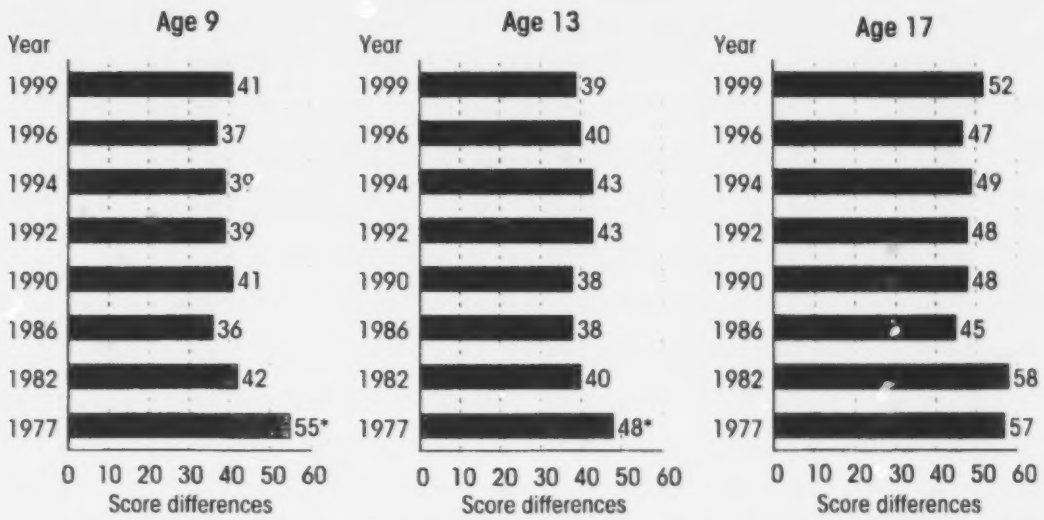
Average NAEP science scale scores, by age and race/ethnicity: Selected years 1977 to 1999

Age and race/ethnicity	1977	1982	1986	1990	1992	1994	1996	1999
Age 9								
Total	220*	221*	224*	229	231	231	230	229
White, non-Hispanic	230*	229*	232*	237	239	240	239	240
Black, non-Hispanic	175*	187*	196	196	200	201	202	199
Hispanic	192*	189*	199	206	205	201	207	206
Age 13								
Total	247*	250*	251*	255	258*	257	256	256
White, non-Hispanic	256*	257*	259*	264	267	267	266	266
Black, non-Hispanic	208*	217*	222	226	224	224	226	227
Hispanic	213*	225	226	232	238*	232	232	227
Age 17								
Total	290*	283*	289*	290*	294	294	296	295
White, non-Hispanic	298*	293*	298*	301*	304	306	307	306
Black, non-Hispanic	240*	235*	253	253	256	257	260	254
Hispanic	262*	249*	259*	261*	270	261	269	276

* Statistically significantly different from 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

Differences between White, non-Hispanic and Black, non-Hispanic students' average NAEP science scale scores (White, non-Hispanic minus Black, non-Hispanic), by age: Selected years 1977 to 1999



* Statistically significantly different from 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

4.5 Trends in credit earning and coursetaking in high school

Black graduates completed more academic courses in 1998 than in 1982. In 1998, their academic credit totals remained lower than those of Whites, but their vocational credit totals were higher than those of Whites.

The number of credits earned by high school graduates rose between 1982 and 1998, especially in academic subjects. Black high school graduates earned more total credits and more academic credits in 1998 than they had in 1982.

Black graduates earned about the same number of academic credits as Hispanics in 1982 and again in 1998. Their academic credit-earning gap relative to Whites also remained about the same (at one academic credit less) between 1982 and 1998. However, both Black and White graduates earned 25 total credits in 1998.

Overall, Black high school graduates earned 24.8 total credits in 1998, including 17.2 academic credits and 4.3 vocational credits. In 1998, Black high school graduates earned slightly more vocational credits than did all high school graduates (4.3 versus 4.0 credits), as well as more than White high school graduates (4.3 versus 4.0 credits). Both of these figures represent a decrease from 1982, when Blacks earned 4.8 vocational credits and all high school graduates earned 4.7 vocational credits.

Average number of total, academic, and vocational credits earned by high school graduates, by race/ethnicity: Selected years 1982 to 1998

Race/ethnicity	1982	1987	1990	1994	1998
Total credits earned					
Total	21.8	23.1	23.6	24.3	25.2
White, non-Hispanic	21.9	23.2	23.7	24.5	25.2
Black, non-Hispanic	21.4	22.5	23.5	23.7	24.8
Hispanic	21.5	22.9	23.9	24.2	25.4
Total academic credits earned					
Total	14.7	16.0	16.8	17.7	18.0
White, non-Hispanic	15.0	16.0	16.9	17.9	18.1
Black, non-Hispanic	14.0	15.3	16.3	16.7	17.2
Hispanic	13.5	15.3	16.7	17.4	17.7
Total vocational credits earned					
Total	4.7	4.6	4.2	4.0	4.0
White, non-Hispanic	4.6	4.7	4.2	4.0	4.0
Black, non-Hispanic	4.8	4.5	4.4	4.3	4.3
Hispanic	5.3	4.5	4.1	3.9	4.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000* and unpublished data, based on High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:1980/1982); National Education Longitudinal Study of 1988, "High School Transcript Study" (NELS:1988/1992); and National Assessment of Educational Progress (NAEP) High School Transcript Studies, 1987, 1990, 1994, and 1998.

4.6 Advanced coursetaking in high school

In 1998, Black students were less likely than White students to take advanced mathematics courses and some advanced science courses and less likely than Hispanic students to take advanced foreign language classes.

The highest level of coursework that students complete by high school graduation is one measure of their efforts to perform and achieve at high academic levels. Rigorous academic coursework can also improve students' standardized test scores and enhance their preparation for college-level classes.[24]

Differences among racial or ethnic groups exist in patterns of mathematics and science coursetaking. In 1998, for example, fewer Hispanic, Black, and American Indian/Alaska Native students (26, 30 and 27 percent, respectively) took advanced mathematics courses than White and Asian/Pacific Islander students (45 and 56 percent, respectively). Fifty-seven percent of Black students took middle academic mathematics classes, 8 percent took low-level academic mathematics classes, and 1 percent took no academic mathematics courses.

No differences were detected in the percentage of Blacks, Hispanics, and Whites (10, 11, and 16 percent, respectively) who reported chemistry II or physics II or advanced biology as their highest science course taken. For about 12 percent of Black and Hispanic graduates, chemistry I *and* physics I was their highest level of science coursework, a lower rate than the 18 percent of White graduates with chemistry I and physics I as their highest coursework.

(Continued on page 58.)

[24] B. Chaney, K. Burgdorf, and N. Atash, "Influencing Achievement through High School Graduation Requirements," *Educational Evaluation and Policy Analysis (Fall 1997), 19* (3): 229–244.

Percentage distribution of high school graduates, by highest levels of mathematics courses completed and race/ethnicity: 1998

Race/ethnicity	No mathematics[1]	Non-academic[2]	Low academic[3]	Middle academic[4]	Advanced academic[5]
Total	0.8	3.6	5.3	48.9	41.4
White, non-Hispanic	0.8	3.2	4.6	46.3	45.1
Black, non-Hispanic	0.9	3.6	8.3	56.8	30.4
Hispanic	0.9	6.3	7.5	59.1	26.2
Asian/Pacific Islander	0.2	2.8	2.6	38.8	55.5
American Indian/Alaska Native	0.7	8.6	6.3	57.4	26.9

[1] Students in this category may have taken some mathematics courses, but these courses are not defined as mathematics courses according to the classification used in this analysis.

[2] Students who took general mathematics or basic skills mathematics courses.

[3] Students who took algebra taught over the course of 2 years, pre-algebra, or informal geometry.

[4] Students who took algebra I or unified mathematics I and took 3 full-year courses of mathematics (e.g., algebra I, algebra II, and geometry).

[5] Students who took precalculus, calculus, or other courses labeled as "advanced" such as trigonometry.

NOTE: Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note Five in the *Condition of Education, 2002*. Detail may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2002*, based on 1998 High School Transcript Study.

Percentage distribution of high school graduates, by highest levels of science courses completed and race/ethnicity: 1998

Race/ethnicity	No science[1]	Primary physical science	Secondary physical science and basic biology	General biology	Chemistry I or physics I	Chemistry I and physics I	Chemistry II or physics II or advanced biology
Total	0.6	3.0	6.3	28.6	30.2	16.3	15.1
White, non-Hispanic	0.6	2.7	5.6	27.0	30.3	17.9	15.9
Black, non-Hispanic	0.8	1.7	7.9	34.5	32.9	12.0	10.3
Hispanic	0.9	6.5	9.5	34.4	26.5	11.6	10.7
Asian/Pacific Islander	0.2	1.8	5.3	18.5	30.1	14.6	29.5
American Indian/ Alaska Native	0.0	3.8	8.7	38.9	32.4	11.2	5.1

[1] Students in this category may have taken some science courses, but these courses are not defined as science courses according to the classification used in this analysis.

NOTE: Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note Five in the *Condition of Education, 2002*. Detail may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2002*, based on 1998 High School Transcript Study.

In 1998, there were no differences detected in the proportion of Black high school graduates and other high school graduates having taken advanced English classes, with 27 percent of Black students having taken advanced English.

In 1998, 5 percent of Black students and 6 percent of Hispanic students took a fourth year of foreign language courses, statistically significantly less than the 10 percent of White students who did so. Two percent of Black students completed Advanced Placement foreign language courses, which was less than the 8 percent of Hispanic students completing them.

Percentage distribution of high school graduates, by highest levels of English courses completed and race/ethnicity: 1998

Race/ethnicity	No English[1]	Low academic[2]	Regular English courses[3]	Advanced academic[4]
Total	0.9	13.7	56.1	29.3
White, non-Hispanic	0.7	11.6	56.9	30.8
Black, non-Hispanic	1.1	17.6	54.6	26.6
Hispanic	2.2	22.2	53.3	22.3
Asian/Pacific Islander	0.9	12.9	54.3	31.9
American Indian/Alaska Native	0.3	17.6	64.6	17.6

[1] Indicates that student transcript records did not list any recognized English courses; however, these students may have studied some English. If students took only English as a second language (ESL) courses for credit, they would be listed in this category.

[2] Low academic level courses include all general English courses classified as "below grade level." Students may have taken a general English course classified as "honors" and be included in the low academic level if the percentage of "below grade level" courses completed was greater than the percentage of "honors" courses completed.

[3] Indicates no low or honors courses.

[4] Includes students who completed a general English course classified as "below grade level" if they completed a greater percentage of "honors" courses than "below grade level" courses.

NOTE: Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note Six in the *Condition of Education, 2001*. Detail may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on 1998 High School Transcript Study.

Percentage distribution of high school graduates, by highest levels of foreign language courses completed and race/ethnicity: 1998

		Low academic		Advanced academic		
Race/ethnicity	None	Year 1 or less	Year 2	Year 3	Year 4	Advanced Placement
Total	19.4	19.2	31.5	17.4	8.5	4.1
White, non-Hispanic	17.5	18.4	32.9	18.0	9.5	3.7
Black, non-Hispanic	21.4	23.5	33.8	14.1	4.7	2.4
Hispanic	24.2	20.7	23.8	17.6	6.1	7.6
Asian/Pacific Islander	32.7	12.3	21.5	16.6	10.5	6.4
American Indian/Alaska Native	23.7	31.7	24.5	14.3	5.7	0.1

NOTE: These figures include only students who studied French, German, Latin, or Spanish, as these are the only foreign languages commonly offered in high schools for 4 years or more. Some students in each category also studied more than one foreign language. Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note Six in the *Condition of Education, 2001*. Detail may not add to 100.0 due to rounding.

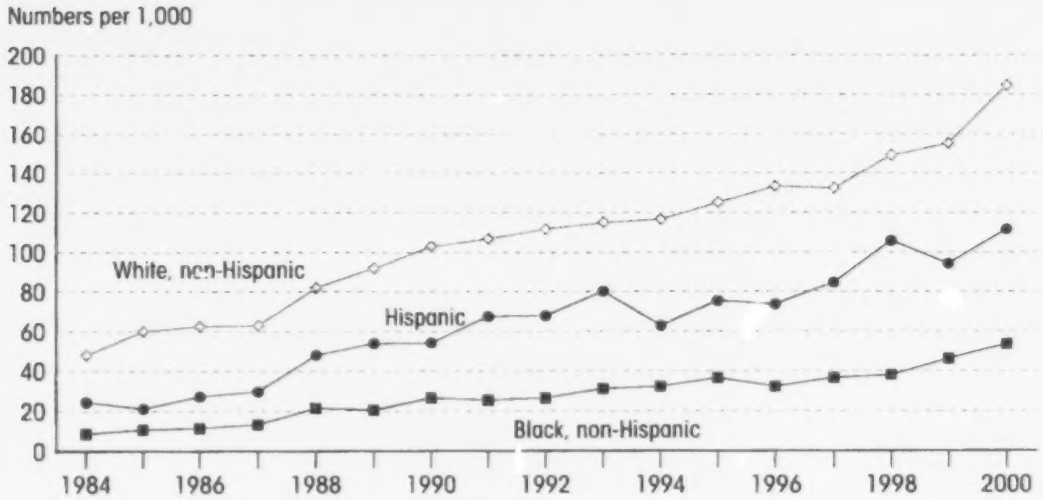
SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on 1998 High School Transcript Study.

4.7 Advanced Placement examinations

Between 1984 and 2000, the number of Black students per 1,000 12th graders taking Advanced Placement (AP) examinations increased. However, fewer Black students per 1,000 12th graders than White or Hispanic students took AP exams in 2000.

Students who take Advanced Placement (AP) courses in high school are eligible to take the corresponding AP examination and may earn college credit for scores above a minimum threshold. The number of Black students taking AP examinations increased from 9 to 53 per 1,000 12th graders between 1984 and 2000. The ratios of White and Hispanic students increased as well such that, despite gains in the number of Black students taking AP examinations, considerably smaller proportions of Black students took AP examinations in 2000 than did White or Hispanic students.

Number of students who took Advanced Placement (AP) examinations (per 1,000 12th-graders), by race/ethnicity: 1984–2000



NOTE: The number of 11th- and 12th-grade AP test-takers is used as the numerator and the number of students enrolled in the 12th grade are used as the denominator to calculate the ratios presented here. The number of 12th-graders is used as the denominator because this indicator approximates the proportion of each cohort of students for 1984 through 2000. A true measure would use the sum of 12th-grade AP test-takers for a given year and the 11th-grade AP test-takers for the preceding year as the numerator. However, breakdowns of the data by test-takers' grade are not available for all these years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Indicator of the Month (October 1999): Students Who Took Advanced Placement (AP) Examinations* and unpublished data, based on College Entrance Examination Board, Advanced Placement Program, National Summary Reports, 1984–2000, and U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1984–2000.

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4.8 Student performance on college entrance examinations

Blacks scored lower than Whites on the Scholastic Assessment Test (SAT) and the American College Testing (ACT) test.

The Scholastic Assessment Test (SAT) assesses students' academic preparation for higher education by measuring students' verbal and mathematical skills and is used as a predictor of their success in college. The diversity of the student population taking the SAT is increasing. In 2001, minorities represented one-third of SAT takers, up from one-quarter of the population in 1991. The 2001 SAT-taking population was 66 percent White, 11 percent Black, 10 percent Asian American, 9 percent Hispanic, 1 percent American Indian/Alaska Native, and 4 percent other racial/ethnic groups.

In 2001, Black students scored lower than all other racial groups and Hispanic subgroups on both the verbal and the mathematics section of the SAT. On average, Black students scored 96 points lower than White students on the verbal section in 2001, and they scored 105 points lower than White students on the mathematics section in the same year.

Black students' verbal scores rose by 6 points, from 427 to 433, between 1991 and 2001, while Black students' mathematics scores rose by 7 points over this time period, from 419 to 426. White, American Indian, Asian, and Puerto Rican students experienced greater gains than Black students in both verbal and mathematics scores over this time period.

(Continued on page 64.)

Percentage distribution of students who took the Scholastic Assessment Test (SAT), by race/ethnicity: 1991 and 2001

Race/ethnicity	Percentage distribution of students who took the SAT	
	1991	2001
Total	100	100
White	72	66
Black	10	11
Hispanic	7	9
Mexican American	3	4
Puerto Rican	1	1
Other Hispanic/Latino	3	4
Asian/Pacific Islander	8	10
American Indian/Alaska Native	1	1
Other	2	4

NOTE: Detail may not add to 100 due to rounding.

SOURCE: College Entrance Examination Board, *News 2000-2001, Table 1: How Have College-Bound Students Changed in 10 Years?*

Average Scholastic Assessment Test (SAT) scores (verbal and mathematics) for college-bound seniors, by race/ethnicity: 1991 and 2001

Race/ethnicity	Verbal			Mathematics		
	1991	2001	10-year difference (1991 to 2001)	1991	2001	10-year difference (1991 to 2001)
Total[1]	499	506	7	500	514	14
White, non-Hispanic	518	529	11	513	531	18
Black, non-Hispanic	427	433	6	419	426	7
Mexican American	454	451	-3	459	458	-1
Puerto Rican	436	457	21	439	451	12
Other Hispanic/Latino	458	460	2	462	465	3
Asian/Pacific Islander	485	501	16	548	566	18
American Indian/Alaska Native	470	481	11	468	479	11

[1] Total includes other racial groups that are not presented separately.

NOTE: Data for total Hispanics are not aggregated by the College Entrance Examination Board.

SOURCE: College Entrance Examination Board, *News 2000-2001, Table 9: SAT Averages Rose for Almost All Racial/Ethnic Groups Between 1991 and 2001.*

Many high school students elect to take the American College Testing (ACT) examination, which is another standardized test used by large numbers of U.S. colleges and universities as an entry criterion. Although the SAT and ACT measure different constructs, scores on the two tests are highly related.[25,26] A composite score below 19 on the ACT indicates minimal readiness for college, and students receiving such scores are likely to need additional precollege classes. The average composite score for Blacks in 2001 was 16.9, lower than the other racial/ethnic groups' average composite scores and lower than the threshold indicator of college preparedness.

[25] College Entrance Examination Board, *Research Notes: Concordance Between SAT I and ACT Scores for Individual Students* (1999).

[26] The SAT assesses developed verbal and mathematical reasoning skills whereas the ACT focuses on achievement related to high school curricula. College Entrance Examination Board, *Research Notes: Concordance Between SAT I and ACT Scores for Individual Students* (1999).

Average American College Testing (ACT) test scores, by subject area and race/ethnicity: 2001

Race/ethnicity	Composite	English	Mathematics	Reading	Science reasoning
Total	21.0	20.5	20.7	21.3	21.0
White, non-Hispanic	21.8	21.3	21.3	22.2	21.8
Black, non-Hispanic	16.9	16.2	16.8	16.9	17.2
Mexican American	18.5	17.5	18.7	18.6	18.8
Puerto Rican/Hispanic	19.4	18.6	19.4	19.7	19.5
Asian American/Pacific Islander	21.7	20.7	23.1	21.1	21.5
American Indian/Alaska Native	18.8	17.8	18.4	19.2	19.3

NOTE: Data for total Hispanics are not available.

SOURCE: American College Testing Program, *2001 ACT National and State Scores, Table 1: Average ACT Scores by Academic Preparation for Different Ethnic Groups, Table 4: Average ACT Scores, Distributions, and Cumulative Percentages for All Students,* and *Table 5: Distributions of Cumulative Percentages for ACT Standard Subscores.*

II PREPRIMARY, ELEMENTARY, AND SECONDARY EDUCATION

5 Social Environments and Parental Support for Learning

5.1 Risk factors affecting student outcomes
5.2 Parental education
5.3 Parents' involvement in school
5.4 Parental school choice and satisfaction

This section looks at the contributions made by parents to support the education of their children. The resources and support that children receive outside of school from parents and others complement, reinforce, and add to their school experiences. This section includes indicators about risk factors that can affect the education of children and the amount of time and attention parents devote to their children's learning. It also analyzes the prevalence of parental choice in the selection of schools and the satisfaction of parents with their child's school.

5.1 Risk factors affecting student outcomes

In 1998, the percentage of young children with two or more risk factors was four times greater among Black kindergartners than among their White peers.

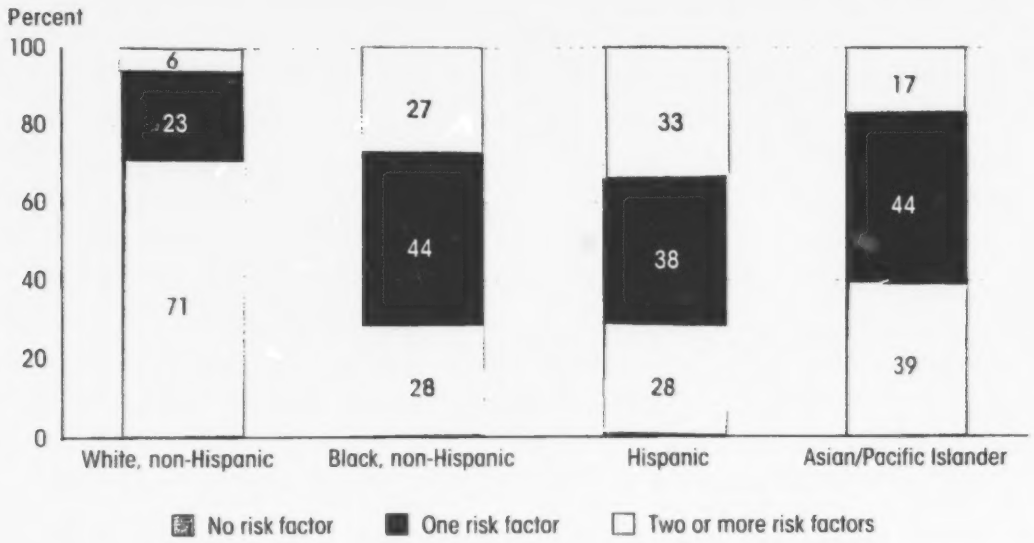
Four family background factors that are commonly used to measure risks to children's future academic and socioeconomic outcomes are: having a mother who has less than a high school education (see Indicator 5.2), living in a family on welfare or receiving food stamps, living in a single-parent family, and having parents whose primary language is a language other than English.[27] The early reading and mathematics skills of children with at least one of these risk factors tend to be lower than those of children with no risk factors, and children with 2 risk factors fare less well than children with one risk factor. These risk factors are considerably more common among kindergartners from racial/ethnic minorities than among kindergartners from White families.[28]

In 1998, 71 percent of entering kindergartners from Black or Hispanic families had one or more risk factors, compared to 29 percent of those from White families and 61 percent from Asian families. The percentage of first-time kindergartners with two or more risk factors was four times greater for Blacks (27 percent) and five times greater for Hispanics (33 percent) than for their White peers (6 percent). Seventeen percent of Asian first-time kindergartners had two or more risk factors.

[27] N. Zill and J. West, "Entering Kindergarten: A Portrait of American Children When They Begin School," in U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000* (NCES 2000–062).

[28] Ibid.

Percentage distribution of kindergartners, by number of risk factors and race/ethnicity: Fall 1998



NOTE: These risk factors include: having a mother who has less than a high school education, living in a family on welfare or receiving food stamps, living in a single-parent family, and having parents whose primary language is a language other than English. Estimates are based on first-time kindergartners. Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000*, based on Early Childhood Longitudinal Study, Kindergarten Class of 1998–99, Fall 1998.

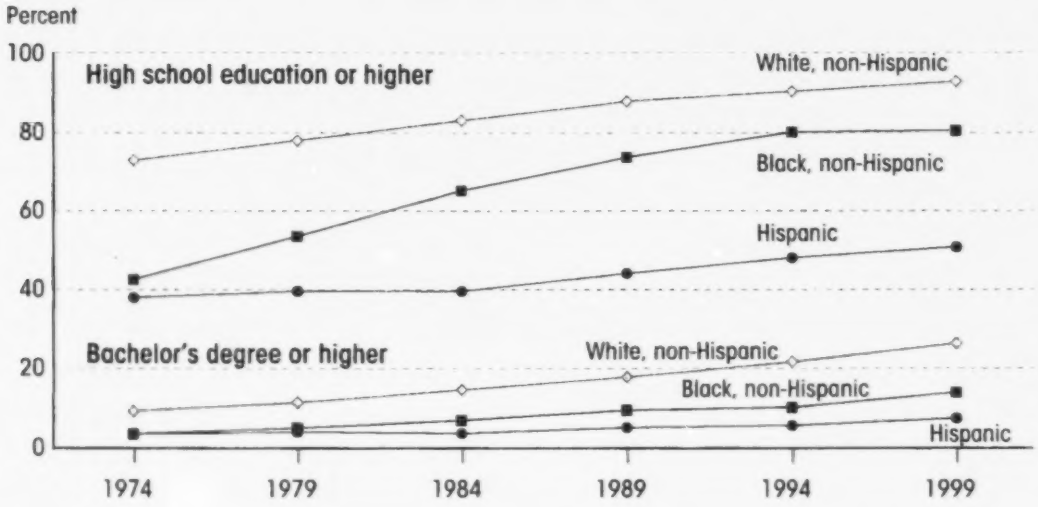
5.2 Parental education

The gap between the percentages of White and Black children whose mothers attained at least a high school education declined between 1974 and 1999, but still existed in 1999. The gap between the percentages of White and Black children whose mothers attained a bachelor's degree has been increasing since 1974.

Mothers' education has been identified as affecting children's academic achievement (see Indicator 5.1). Between 1974 and 1999, the percentage of children ages 6 to 18 whose mothers had at least a high school education increased among all racial/ethnic groups, though the gaps between Whites and Blacks remained. In 1974, 43 percent of Black children ages 6 to 18 had mothers who attained this level, but by 1999, nearly twice as many Black children (81 percent) had mothers who completed at least a high school education.

Because of gains in the percentage of Black children with mothers who completed high school, the gap between Blacks and Whites narrowed. The difference in the proportion of White and Black 6- to 18-year-olds whose mothers had completed high school fell from 30 percentage points in 1974 to 13 percentage points in 1999. More Black children in 1999 had mothers who had received at least a bachelor's degree than did Black children in 1974; however, the gap widened over this time period between the percentages of White and Black children who had mothers with bachelor's degrees, from 6 percentage points in 1974 to 13 percentage points in 1999.

Percent of 6- to 18-year-olds, by mother's highest education level and race/ethnicity: Selected years 1974 to 1999



NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey instrument design for the CPS was changed and weights were adjusted. Information on mothers' educational attainment is available only for those mothers who lived in the same household as their child.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys, various years.

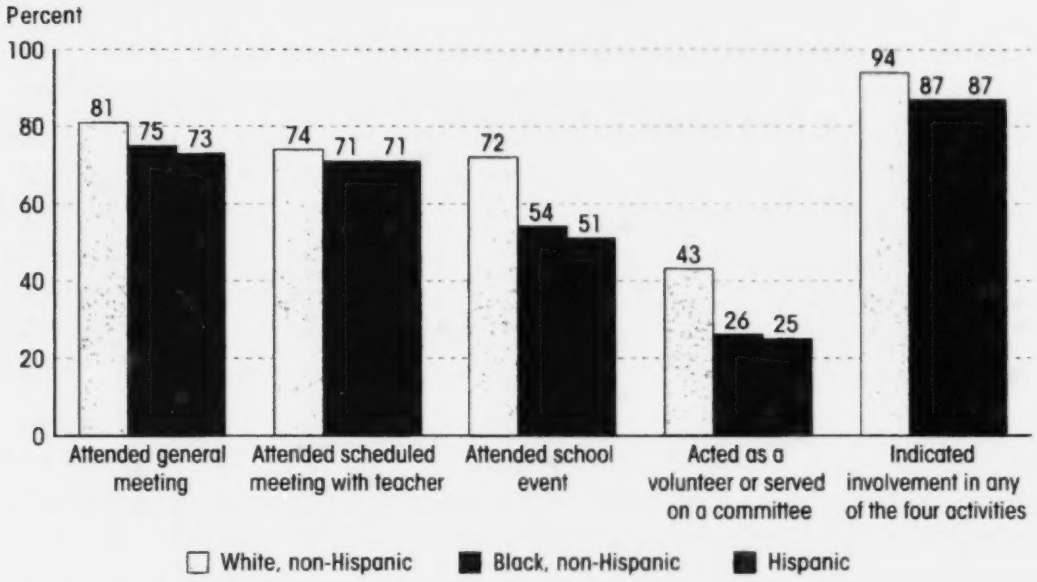
5.3 Parents' involvement in school

Parents of Black and Hispanic students attended general school meetings, participated in school events, and volunteered at lower rates than parents of White children in 1999.

Parents' involvement in their children's education is often related to parents' income and education level.[29] Parental involvement at school can include such activities as attending general school meetings, parent-teacher conferences, or a school event, or acting as a school volunteer or serving on a school-related committee. In 1999, no differences were detected between the percentages of Hispanic and Black students who had parents who reported attendance at general meetings, participation in school events, and volunteering. These percentages were lower than those of White students' parents. No differences were detected between the proportions of Black, White, and Hispanic students whose parents attended scheduled meetings with teachers. No differences were detected between the percentages of Black students and Hispanic students who had parents who volunteered or served on a school committee, but White students were more likely than both Black and Hispanic students to have parents who volunteered or served on a committee.

[29] U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000* (NCES 2000–062).

Percent of students in grades K–12 whose parents reported involvement in their child's school, by selected school activites and race/ethnicity: 1999



SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Surveys Program (NHES), 1999 (Parent Interview Component).

5.4 Parental school choice and satisfaction

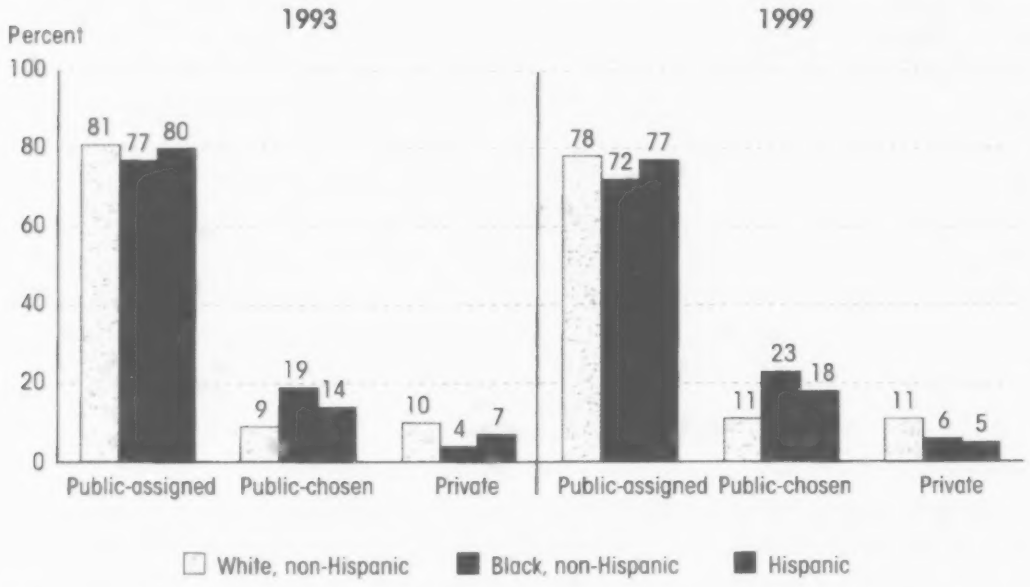
In 1999, a higher percentage of Black and Hispanic children attended public schools chosen by their parents than did White children; however, a lower percentage of Black and Hispanic children were in private schools than White children. No differences were detected between the percentages of parents of Black students and parents of White students in assigned public schools reporting that they were "very satisfied" with their children's schools and teachers; parents of Black students reported lower levels of satisfaction than parents of Hispanic students.

In some school districts, parents may have a choice among public schools for their children to attend and may opt to choose for various reasons, such as accessing special programs. In 1999, 72 percent of Black students in grades 3-12 attended public schools that had been assigned to them, whereas 23 percent attended a public school chosen by their parents, and 6 percent attended a private school.[30] A higher proportion of Black and Hispanic students were in a public school chosen by their parents than were White children (23 and 18 percent versus 11 percent, respectively). Conversely, fewer Black and Hispanic children were in private schools than were White children (6 and 5 percent versus 11 percent, respectively).

In general, parents whose children attended schools that they had selected were more likely to report satisfaction with the school, its teachers, its academic standards, and its methods of discipline than were parents whose children were in schools assigned to them. Black and White children in assigned public schools had similar percentages of parents who were very satisfied with the school's academic standards and the school's order and discipline. Hispanic children had the highest percentages of parents who reported that they were very satisfied with the various aspects of assigned public schools (i.e., the school, teachers, academic standards, and discipline) (supplemental table 5.4b).

[30] Detail may not add to 100 percent due to rounding.

Percentage distribution of students in grades 3–12 who attended a chosen or assigned school, by race/ethnicity: 1993 and 1999



NOTE: Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Education Surveys Program (NHES), 1993 (School Readiness Component) and 1999 (Parent Interview Component).

II PREPRIMARY, ELEMENTARY, AND SECONDARY EDUCATION

6 Student Behaviors

6.1 Civic awareness activities of youth
6.2 Community service participation of youth
6.3 Student's use of computers
6.4 Alcohol, tobacco, and marijuana use
6.5 Teenage birth rates
6.6 Violence on school property

The indicators in this section examine a wide range of student activities in order to better understand the social environments of students and how students interact with their environments. Positive indicators on civic awareness and community service participation examine the integration of young people into society. Student access to technology and technology-based information is measured through students' use of the Internet and access to computers. Indicators of at-risk behavior include measures of student exposure to drugs and violence. Another indicator associated with negative schooling consequences is the teen birth rate as it has been linked to the likelihood of teenage girls dropping out of high school. Finally, an indicator examines the prevalence of violence among students on school property.

6.1 Civic awareness activities of youth

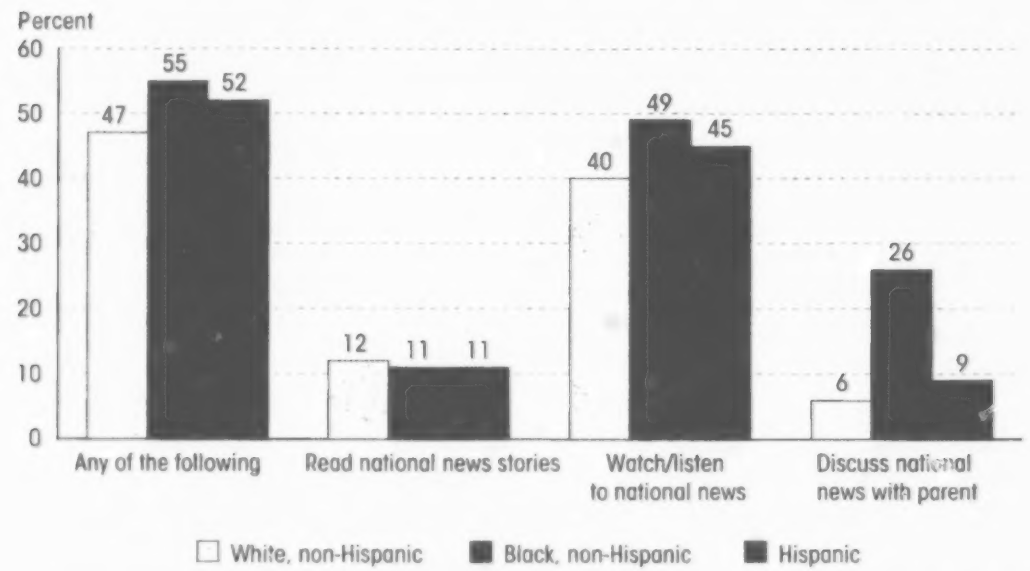
In 1999, Black students were more likely than White students to report discussing the national news and watching or listening to the national news with others.

Participation in civic awareness activities indicates the ways in which students are preparing for citizenship and are learning to take part in public affairs. In 1999, 55 percent of Black students in grades 6 to 12 participated in at least one of three civic awareness activities: watching or listening to the national news, reading about national issues, or discussing national news and politics with adults on an almost daily basis. About as many Hispanic students (52 percent) and slightly fewer White students (47 percent) than Black students indicated that they had taken part in one of the three activities.

Black students were about four times as likely as Whites and about three times as likely as Hispanics to report discussing the national news with others in 1999 (26 percent compared to 6 percent and 9 percent, respectively). Black students were also more likely than Whites to report watching or listening to the national news with others in 1999.

Black students were more likely to report watching or listening to the national news—49 percent of Black students did so—than to read national news stories or to discuss news with others—11 and 26 percent, respectively, did so. Watching or listening to the national news was the predominant activity across all three racial/ethnic groups.

Percent of students in grades 6–12 who participated in selected civic awareness activities almost daily, by race/ethnicity: 1999



SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000*, based on National Household Education Survey (NHES), 1999 (Youth Interview Component).

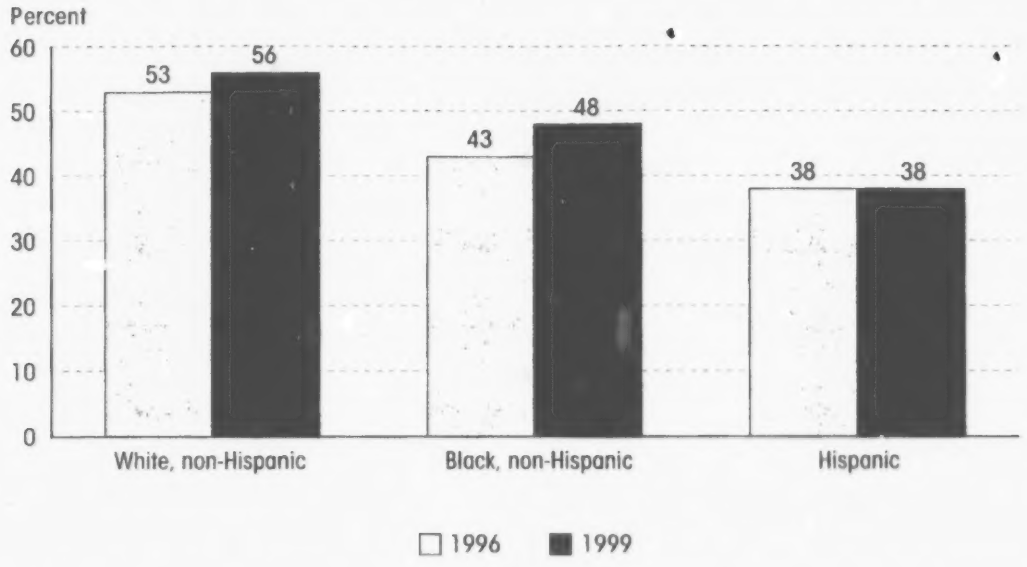
6.2 Community service participation of youth

Black students were less likely to participate in community service than White students, yet more likely to participate than Hispanic students.

Student participation in community service is commonly considered integral to developing habits of responsible citizenship.[31] In 1999, Black students in grades 6 to 12 were less likely than White students to have participated in community service: 48 percent compared with 56 percent. However, Blacks were more likely than Hispanics, at 38 percent, to participate in community service. No statistically significant change in the percentage of Black and Hispanic students participating in community service was detected between 1996 and 1999. However, for White students there was an increase in participation from 53 percent to 56 percent.

[31] B. Kleiner and C. Chapman, *Statistics in Brief: Youth Service-Learning and Community Service Among 6th- through 12th-Grade Students in the United States: 1996 and 1999* (NCES 2000–028).

Percent of students in grades 6–12 who participated in community service, by race/ethnicity: 1996 and 1999



SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Education Survey (NHES), 1996 and 1999 (Youth Interview Component).

6.3 Student's use of computers

In 2001, Black students generally were less likely to use computers at school than White students but more likely than Hispanic students to do so. Black students were also less likely than White students to use computers at home.

In 2001, Black students generally were less likely to use computers at school than White students but more likely than Hispanic students to do so. For those under 6 years old and those 15 years old and over, no differences were detected between the percentages of Black and White students using computers at school. There were also differences between Black and White students using computers at home. No differences were detected between the percentages of Black students and Hispanic students using computers at home. This pattern of difference among students using computers at home persisted within each age group.

The differences in the use of computers by Blacks and Whites were substantially larger at home than at school for most age groups. For example, the gap in computer use at schools for Black and White 10- to 14-year-olds was 2 percent compared to a gap of 36 points in computer use at home.

Overall, White students were more likely than Black and Hispanic students to use computers at home for schoolwork, and no differences were detected between the percentages of Black and Hispanic students doing so.

Percent of elementary and secondary students using computers at school and at home, by age and race/ethnicity: September 2001

Race/ethnicity	Total	Under 6	6 to 9 years old	10 to 14 years old	15 years old or over
			Percent of students using computers at school		
Total	84.2	56.0	85.4	90.3	88.0
White, non-Hispanic	85.9	55.6	88.2	91.8	89.2
Black, non-Hispanic	83.7	56.9	83.6	89.4	89.0
Hispanic	78.9	57.1	77.3	85.5	83.8
			Percent of students using computers at home		
Total	65.8	54.2	62.1	69.3	70.7
White, non-Hispanic	77.2	66.6	73.9	80.3	81.4
Black, non-Hispanic	41.0	32.2	37.3	44.5	44.2
Hispanic	42.2	30.8	37.8	45.9	49.1
			Percent of students using computers at home for school work		
Total	45.0	9.3	26.6	57.9	64.9
White, non-Hispanic	52.5	9.5	30.3	68.1	75.8
Black, non-Hispanic	28.8	11.2	20.5	34.9	37.9
Hispanic	28.3	5.4	17.3	36.8	42.6

NOTE: Includes students enrolled in prekindergarten through grade 12, ages 3 and above.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, September 2001, unpublished data.

6.4 Alcohol, tobacco, and marijuana use

Blacks ages 12 to 17 were less likely than Whites and Hispanics of the same ages to have used alcohol or tobacco. No differences were detected between the percentages of Blacks ages 12 to 17 and Whites and Hispanics of the same ages having ever used any illicit drugs.

Engaging in illegal, risky, or unhealthy behaviors, such as using alcohol or drugs, has been linked to dropping out of school, depression, crime, and violence.[32,33,34] In 1999, fewer Blacks ages 12 to 17 than Whites or Hispanics had used alcohol in the past month, the past year, or ever in their lifetime. In addition, a statistically significantly lower percentage of Blacks than Whites or Hispanics had used any tobacco products, and more specifically, cigarettes, in the past month, the past year, or in their lifetime. Apparent differences among Blacks, Whites, and Hispanics in the use of any illicit drugs were not statistically significant; however, fewer Blacks than Whites had used marijuana in the past year and in their lifetime. American Indians/Alaska Natives were more likely than any other racial/ethnic group to have ever used marijuana or any illicit drug other than marijuana.

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[32] L.D. Johnston, P.M. O'Malley, and J.G. Bachman, *Monitoring the Future National Survey Results on Drug Use, 1975–2001. Volume I: Secondary school students* (Bethesda, MD: National Institute on Drug Abuse, 2002).

[33] D.W. Brook, J.S. Brook, C. Zhang, P. Cohen, and M. Whiteman, "Drug Use and the Risk of Major Depressive Disorder, Alcohol Dependence, and Substance Use Disorders," *Archives of General Psychiatry 2002, 59*: 1039–1044.

[34] U.S. Department of Justice, Bureau of Justice Statistics, *Fact Sheet: Drug-Related Crime*, NCJ–149286.

Percent of 12- to 17-year-olds who reported using alcohol, tobacco, or other illicit drugs, by race/ethnicity, type of drug, and selected time periods: 1999

Type of drug/time period	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian[1]	American Indian/ Alaska Native
Alcohol						
Lifetime	41.7	44.3	32.1	41.8	30.5	51.2
Past year	33.0	36.3	21.2	32.4	21.4	37.2
Past month	16.4	18.4	8.8	16.8	7.1	19.0
All tobacco products						
Lifetime	38.0	41.8	27.8	33.2	24.2	‡
Past year	24.3	27.7	14.2	20.6	15.0	41.8
Past month	15.6	18.5	7.6	11.4	9.3	31.3
Cigarettes						
Lifetime	34.6	38.1	24.4	31.2	23.6	‡
Past year	20.8	23.6	11.6	18.7	13.9	36.8
Past month	13.4	16.0	6.1	10.2	8.4	27.5
Any illicit drug						
Lifetime	27.6	27.8	25.9	29.8	19.1	46.5
Past year	19.8	20.1	18.3	20.9	13.0	30.5
Past month	9.8	9.8	9.4	10.4	7.1	20.0
Marijuana						
Lifetime	18.7	19.1	16.0	20.6	12.1	35.6
Past year	14.2	14.6	12.1	14.9	8.9	22.9
Past month	7.2	7.4	6.6	6.9	5.8	14.4
Any drug other than marijuana[2]						
Lifetime	18.3	19.3	13.5	19.8	10.8	32.5
Past year	11.6	12.6	8.0	11.9	6.0	20.3
Past month	4.5	4.7	3.3	5.3	1.7	9.8

‡ Reporting standards not met.

[1] This survey separates Asians from Native Hawaiians/Other Pacific Islanders. Sample sizes for Native Hawaiian/Other Pacific Islander were too small to permit reliable estimates.

[2] Indicates use at least once of cocaine (including crack), heroin, hallucinogens (including LSD and PCP), inhalants, or any prescription-type psychotherapeutic used nonmedically, regardless of marijuana/hashish use. Marijuana/hashish users who also have used any of the other listed drugs are included.

SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, *Detailed Tables for 1999 and 2000 National Household Surveys on Drug Abuse*.

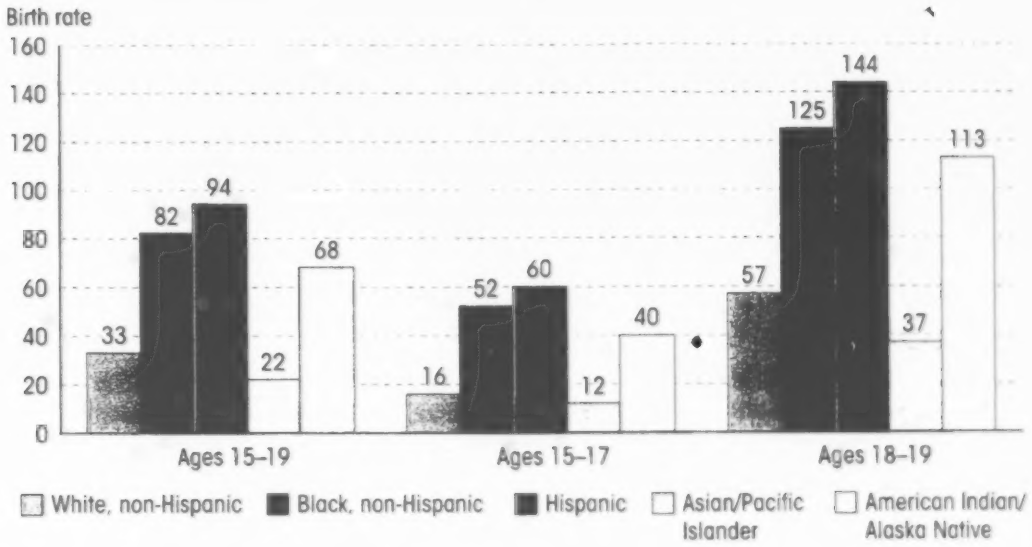
6.5 Teenage birth rates

The birth rates of Black teens are higher than those of other racial/ethnic groups, except for Hispanic teens.

Research has shown that teenagers who have children are less likely to complete high school than those who postpone childbearing until adulthood.[35] Among Black girls ages 15 to 17, the birth rate was 52 live births per 1,000 Black females; for Black girls ages 18 to 19, the birth rate was 125 live births per 1,000 Black females. In the larger age group of 15 to 19, the Black birth rate was 82 live births per 1,000 females. These birth rates were higher than those for females from other races/ethnicities, except for Hispanic females.

[35] L. Chavez, *Statistics in Brief: The Relationship Between the Parental and Marital Experiences of 1988 Eighth-Grade Girls and High School Completion as of 1994* (NCES 98–096).

Births per 1,000 15- to 19-year-old females, by age of mother and race/ethnicity: 2000



SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System.

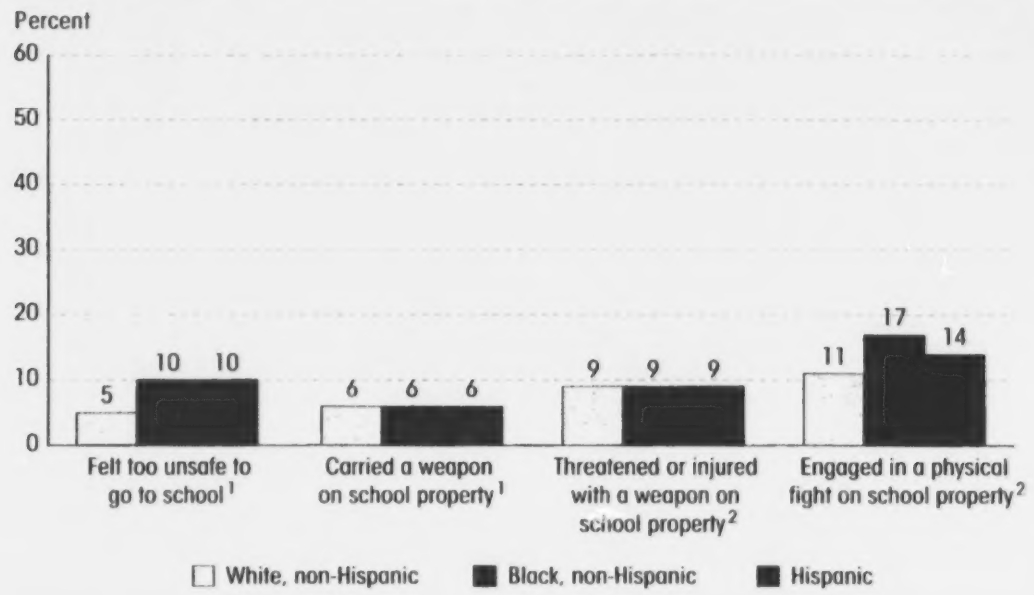
6.6 Violence on school property

In 2001, 17 percent of Black students had engaged in a physical fight on school property and 9 percent had been threatened or injured with a weapon on school property.

School violence is a cause for concern among policymakers, administrators, students, and the public. An atmosphere of violence in the school creates, at a minimum, a distraction from class routines for students worried about their safety. Such violence, however, can also endanger the lives of students and school staff. Survey data from 2001 provide information on high school students' perceptions of and activities relating to school violence.[36] Ten percent of Blacks felt too unsafe to go to school, 6 percent carried a weapon on school property, 9 percent were threatened or injured with a weapon on school property, and 17 percent engaged in a physical fight on school property. No differences were detected between the percentages of Black, White, and Hispanic students who reported carrying a weapon to school in the past 30 days (each group 6 percent) or being threatened or injured with a weapon on school property in the previous 12 months (each group 9 percent). No differences were detected between the percentages of Black and Hispanic students who reported feeling too unsafe to go to school (each group 10 percent) but fewer White students (5 percent) than Black and Hispanic students felt the same. No differences were detected between the percentages of Black, White, and Hispanic students who engaged in a physical fight on school property (17, 11, and 14 percent, respectively).

[36] U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, *CDC Surveillance Summaries, Morbidity and Mortality Weekly Report 2001, 51* (SS04).

Percent of students in grades 9–12 who reported that at school they felt unsafe, carried a weapon, were threatened or injured with a weapon, or were in a fight, by race/ethnicity: 2001



[1] At least once in the past 30 days.

[2] At least once in the previous 12 months.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *CDC Surveillance Summaries, Morbidity and Mortality Weekly Report 2001, 51 (SS04)*, based on National Center for Health Statistics, National Health Interview Survey - Youth Risk Behavior Survey, 2001.

III POSTSECONDARY EDUCATION

7 Participation and Context

7.1 Enrollment in colleges and universities
7.2 Degrees conferred by colleges and universities
7.3 Types of bachelor's degrees conferred
7.4 Types of master's degrees conferred
7.5 Types of doctor's degrees conferred
7.6 Enrollment in and degrees conferred by historically Black colleges and universities
7.7 College completion rates
7.8 Faculty in colleges and universities
7.9 Adult education

This section contains indicators that examine the access of Black students to postsecondary education. Access is measured by indicators on enrollment in 2- and 4-year colleges, as well as attendance at historically Black colleges and universities. College completion is measured by degrees earned at all levels from associate degrees to doctor's degrees. Comparative information is also presented on the fields of study in which students earn degrees. This section also examines the issue of lifelong education through an indicator on adult education. Data on the distribution of faculty by race/ethnicity provide some additional context about the college environment.

7.1 Enrollment in colleges and universities

Black enrollment rates in colleges and universities increased between 1980 and 2000.

A higher proportion of Blacks attend college than 20 years ago: in 2000, 31 percent of 18- to 24-year-old Blacks were enrolled in colleges and universities, up from 19 percent in 1980. The proportion of Blacks enrolled in colleges and universities out of all Black high school completers increased as well, from 28 percent in 1980 to 39 percent in 2000.

As a greater percentage of Blacks enrolled in colleges and universities, their proportion within these institutions also increased slightly. In 1980, Blacks represented 9 percent of all students enrolled in colleges and universities. Two decades later (in 2000), Blacks comprised 11 percent of the total enrollment. Meanwhile, the percentage of college and university students who were White declined from 81 percent in 1980 to 68 percent in 2000; the percentage of students who were Hispanic rose from 4 to 10 percent. Asians/Pacific Islanders increased their share of college and university students from 2 to 6 percent in the same time period, and American Indians/Alaska Natives remained the same with 1 percent of college and university students.

In 2000, Black students accounted for 12 percent of the students enrolled in 2-year institutions and 11 percent of those in 4-year institutions. The proportion of Hispanics at 2-year colleges was considerably higher than their proportion at 4-year institutions. White students were more heavily represented at 4-year institutions than 2-year institutions, and students from other racial/ethnic groups were almost evenly represented in the two types of institutions.

(Continued on page 94.)

Enrollment rates of 18- to 24-year-olds in colleges and universities: Selected years 1980 to 2000

	Enrollment as a percent of all 18- to 24-year-olds				Enrollment as a percent of all 18- to 24-year-old high school completers			
Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
1980	26	27	19	16	32	32	28	30
1985	28	30	20	17	34	35	26	27
1990	32	35	25	16	39	40	33	29
1995	34	38	27	21	42	44	35	35
1996	36	39	27	20	43	45	36	34
1997	37	41	30	22	45	47	39	36
1998	37	41	30	20	45	47	40	34
1999	36	39	30	19	44	45	39	32
2000	36	39	31	22	43	44	39	36

NOTE: Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs. All data are based upon sample surveys of the civilian noninstitutional population. Percents based on 18- to 24-year-old high school graduates for 1992 and later years use a slightly different definition of graduation and may not be directly comparable with figures for other years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on U.S. Department of Commerce, Bureau of the Census, unpublished data from the Current Population Surveys, various years.

Percentage distribution of enrollment in colleges and universities, by race/ethnicity: 1980 and 2000

	1980			2000		
Race/ethnicity	Total	2-year	4-year	Total	2-year	4-year
Total	100	100	100	100	100	100
White, non-Hispanic	81	79	83	68	64	71
Black, non-Hispanic	9	10	8	11	12	11
Hispanic	4	6	3	10	14	7
Asian/Pacific Islander	2	3	2	6	7	6
American Indian/Alaska Native	1	1	0	1	1	1
Nonresident alien	3	1	3	3	1	5

NOTE: Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs. A nonresident alien is a student at a U.S. degree-granting institution on a temporary visa and without the right to remain in the country indefinitely. Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2002*, based on Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, 1980–81, and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 2000–01.

Black females were nearly two-thirds (63 percent) of the Black enrollment in colleges and universities in 2000. This is a much higher proportion than the Black male enrollment (37 percent) and higher than the proportions of female enrollment in all other racial/ethnic groups. With the exception of nonresident aliens, female enrollment accounted for more than half of the total enrollment of each racial/ethnic group.

Percentage distribution of enrollment in colleges and universities, by sex and race/ethnicity: 2000

Race/ethnicity	Total	Male	Female
Total	100	44	56
White, non-Hispanic	100	44	56
Black, non-Hispanic	100	37	63
Hispanic	100	43	57
Asian/Pacific Islander	100	48	52
American Indian/Alaska Native	100	41	59
Nonresident alien	100	56	44

NOTE: Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs. A nonresident alien is a student at a U.S. degree-granting institution on a temporary visa and without the right to remain in the country indefinitely. Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2002*, based on Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 2000–01.

7.2 Degrees conferred by colleges and universities

In 1999-2000, the proportion of associate degrees earned by Blacks was greater than the proportion of bachelor's degrees earned by Blacks.

In the 1999–2000 academic year, Blacks earned a slightly higher percentage of associate degrees than bachelor's degrees, as did Hispanic students. Blacks earned 11 percent of all associate degrees but 9 percent of all bachelor's degrees. Blacks earned a similar share of master's degrees (8 percent) as bachelor's degrees, but a smaller share of doctoral and first professional degrees (5 and 7 percent, respectively). Among male and among female degree recipients, Whites earned the largest proportion of degrees. For associate, bachelor's, and first professional degrees, among Whites, the proportion of male degree recipients was larger than the proportion of female degree recipients. For all degrees, the opposite was true among Blacks: the proportion of female degree recipients was larger than the proportion of male degree recipients (supplemental table 7.2).[37]

[37] More information on fields of study by race/ethnicity and gender appear in the *Digest of Education Statistics*.

Number and percentage distribution of degrees conferred by colleges and universities, by race/ethnicity and degree level: 1999–2000

Degree level	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Non-resident alien
			Number of degrees conferred				
Associate degree	564,933	408,508	60,181	51,541	27,764	6,494	10,445
Bachelor's degree	1,237,875	928,013	107,891	74,963	77,793	8,711	40,504
Master's degree	457,056	317,999	35,625	19,093	22,899	2,232	59,208
Doctor's degree	44,780	27,492	2,220	1,291	2,380	159	11,238
First professional	80,057	59,601	5,552	3,865	8,576	564	1,899
			Percentage distribution of degrees conferred				
Associate degree	100.0	72.3	10.7	9.1	4.9	1.1	1.8
Bachelor's degree	100.0	75.0	8.7	6.1	6.3	0.7	3.3
Master's degree	100.0	69.6	7.8	4.2	5.0	0.5	13.0
Doctor's degree	100.0	61.4	5.0	2.9	5.3	0.4	25.1
First professional	100.0	74.4	6.9	4.8	10.7	0.7	2.4

NOTE: Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs. A nonresident alien is a student at a U.S. degree-granting institution on a temporary visa and without the right to remain in the country indefinitely. Detail may not add to totals due to rounding.

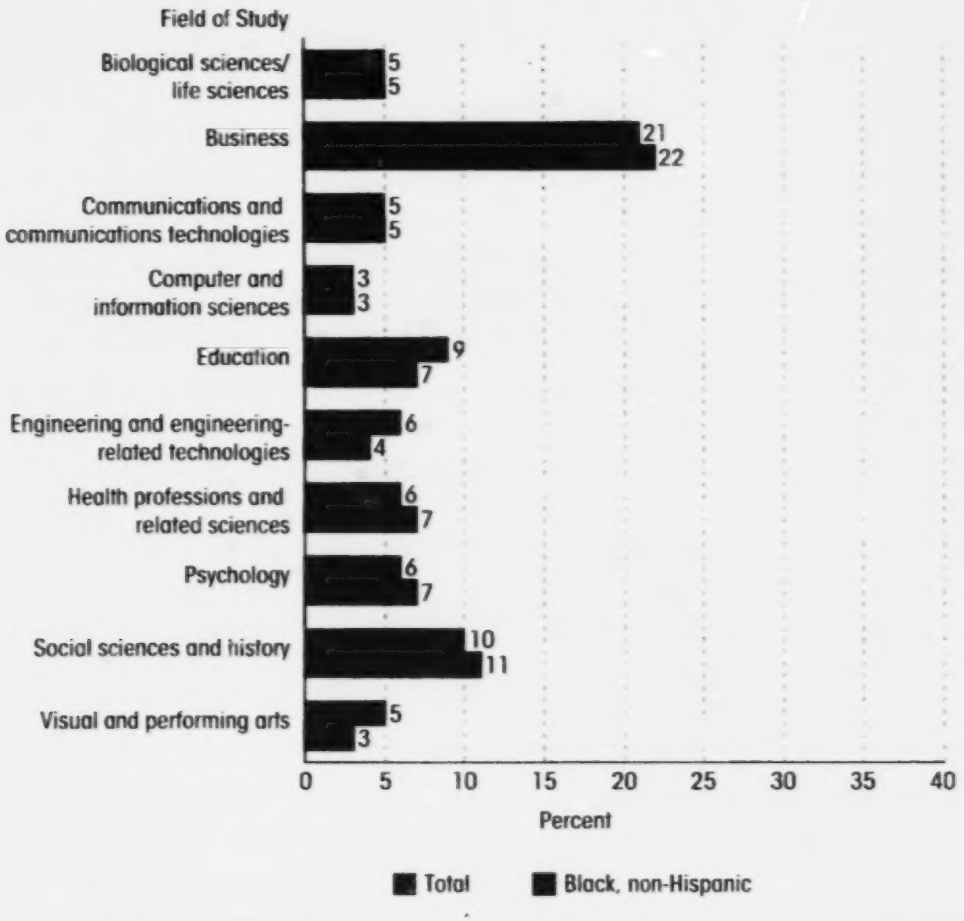
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Completion" survey, 1999–2000.

7.3 Types of bachelor's degrees conferred

The fields of study in which Black students earned their bachelor's degrees were roughly similar to the fields of study in which all other students earned their bachelor's degrees.

In the 1999–2000 school year, Black students earned slightly more of their degrees in the fields of business, social sciences/history, psychology, and health professions and related sciences than the national average. Compared to the national distribution of degrees earned, Blacks had lower percentages of their degrees in education, visual and performing arts, engineering, and biological/life sciences.

Percent of bachelor's degrees conferred in total and to Black, non-Hispanics by colleges and universities in the top 10 most popular fields of study, by field of study: 1999–2000



NOTE: Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Completion" survey, 1999-2000.

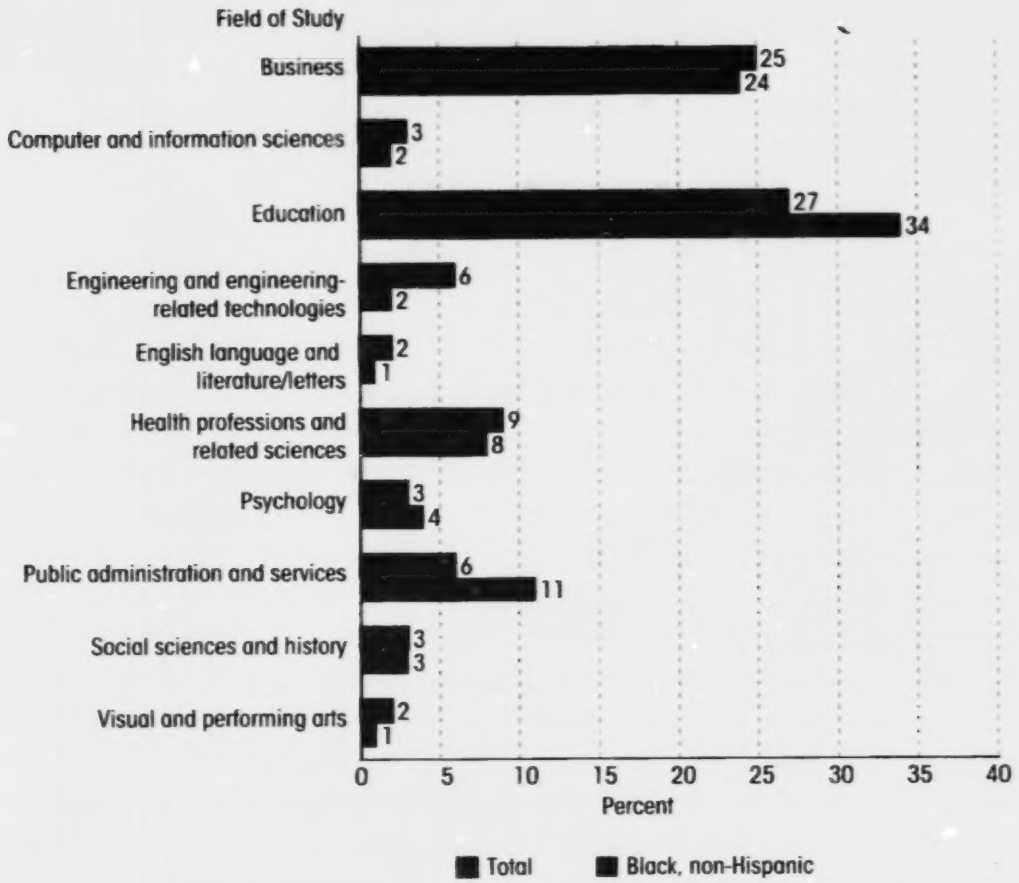
7.4 Types of master's degrees conferred

Black master's degree recipients were more likely to have majored in education and public administration/services compared to the national average.

The percentage of master's degrees that Blacks earned in the 1999–2000 school year in education and business together represented more than one half of the total number of master's degrees conferred to Blacks the same year. This was true for Whites and Hispanics as well.[38] Black master's degrees were overrepresented, when compared to the national average, in education and public administration and services degrees. Thirty-four percent of Blacks earned education degrees, compared to 27 percent for all races; and 11 percent of Blacks earned public administration and services master's degrees, compared to 6 percent for the national total. Blacks fell well below the national average in engineering and engineering-related technologies (2 percent compared to 6 percent).

[38] U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001* (NCES 2001–130).

Percent of master's degrees conferred in total and to Black, non-Hispanics by colleges and universities in the top 10 most popular fields of study, by field of study: 1999–2000



NOTE: Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs.

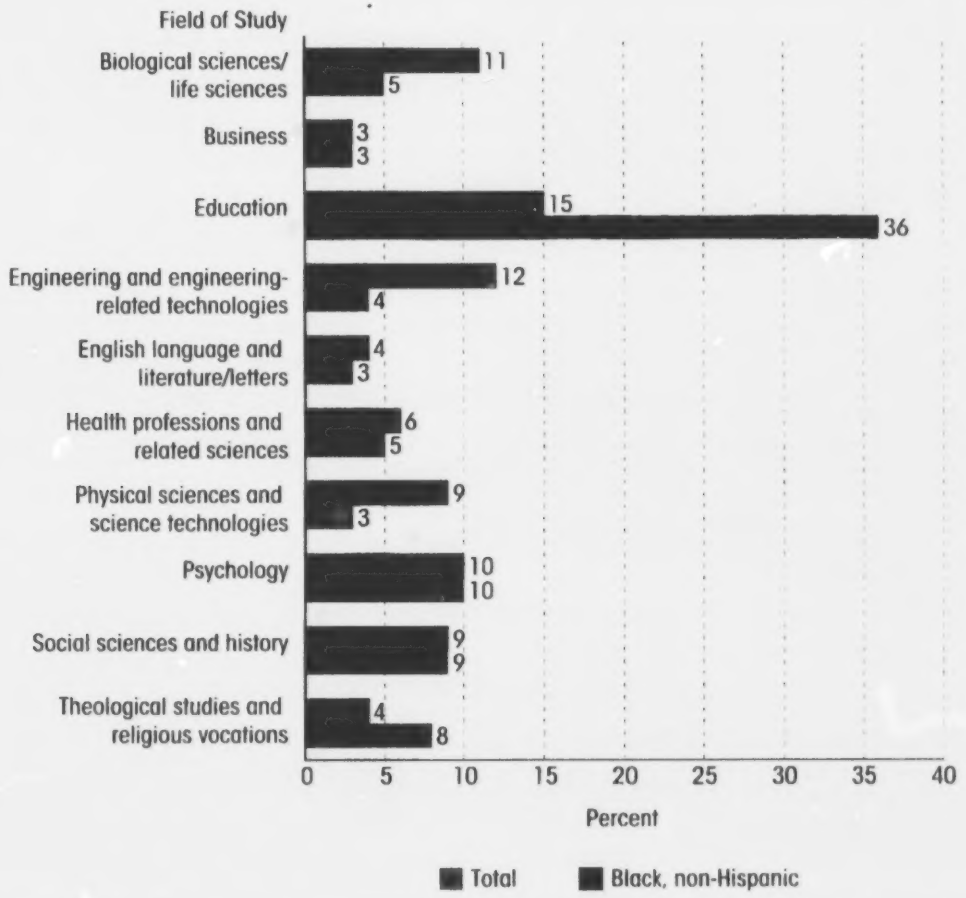
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Completion" survey, 1999-2000.

7.5 Types of doctor's degrees conferred

Black doctor's degree recipients were more than twice as likely to have majored in education than the national average, while they were one half as likely to have majored in science or technology-related fields.

Education was the most popular field of study in which Blacks earned doctor's degrees in the 1999–2000 school year, at 36 percent. Blacks earned more than twice as many of their doctor's degrees in education compared to the national average (36 percent versus 15 percent). Blacks also earned twice as many of their doctor's degrees in theological studies and religious vocations as the national average (8 percent compared to 4 percent). However, Blacks were lower than the national average in several fields: biological and life sciences, engineering and engineering-related technologies, and physical sciences and science technologies.

Percent of doctor's degrees conferred in total and to Black, non-Hispanics by colleges and universities in the top 10 most popular fields of study, by field of study: 1999–2000



NOTE: Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Completion" survey, 1999-2000.

7.6 Enrollment in and degrees conferred by historically Black colleges and universities

Nearly one-quarter of all bachelor's degrees earned by Blacks in 1999 were earned at historically Black colleges and universities.

Fourteen percent of all Blacks enrolled in postsecondary institutions were enrolled in historically Black colleges and universities (HBCUs) in the fall of 1999. Nearly one-fourth of bachelor's degrees earned by Blacks in 1999–2000 were earned at HBCUs. Twenty percent of all first-professional degrees earned by Blacks were also earned at HBCUs.[39]

[39] The Office for Civil Rights (OCR) is responsible for and maintains the U.S. Department of Education Minority Postsecondary Institution Listing, which includes a listing of historically Black colleges and universities. For more information, see *http://www.ed.gov/offices/OCR/minorityinst.html*.

Enrollment in all colleges and universities and in historically Black colleges and universities (HBCUs), by Black, non-Hispanic students: Fall 2000

Race/ethnicity	Total enrollment	HBCU enrollment	HBCU enrollment as a percent of total enrollment
Total	15,312,289	275,680	1.8
Black, non-Hispanic	1,730,318	227,239	13.1
Male	635,345	87,319	13.7
Female	1,094,973	139,920	12.8

NOTE: Includes both 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2002*, based on Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" and "Completion" surveys, 2000–2001.

Number of degrees conferred to Black, non-Hispanics by all colleges and universities and by historically Black colleges and universities (HBCUs), by degree level: 1999–2000

Degree type	Degrees conferred to Black, non-Hispanics by all colleges and universities	Degrees conferred to Black, non-Hispanics by HBCUs	Degrees conferred to Black, non-Hispanics by HBCUS as a percent of degrees conferred to Black, non-Hispanics by all colleges and universities
Associate	60,181	1,621	2.7
Bachelor's	107,891	25,508	23.6
Master's	35,625	4,722	13.3
Doctor's	2,220	225	10.1
First-professional	5,552	1,097	19.8

NOTE: Includes both 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" and "Completions" surveys, 1999–2000.

7.7 College completion rates

The proportion of Blacks completing college increased between 1975 and 2000; however, Blacks still remained less likely than Whites to earn degrees.

Although college completion rates (the percentage of 25- to 29-year-olds who have completed at least a bachelor's degree) among Blacks ages 25 to 29 showed no steady pattern of increase between 1975 and 1993, the completion rate for Blacks has risen considerably since 1993. A similar trend holds true for Whites: the completion rate for Whites showed no steady pattern of increase between 1975 and the late 1980s, though their completion rate rose between 1988 and 2000. The rate for Hispanics has fluctuated between 1975 and 2000 without a statistically significant pattern of increase. Blacks are still less likely to complete college than Whites, but more likely to complete college than Hispanics. Apparent differences in completion rates among Black males and females are not statistically significant.

In 2000, Blacks ages 25 and over were more likely than Hispanics but less likely than Whites to have earned an associate, bachelor's, or master's degree. Also, Black adults were less likely to receive first professional and doctor's degrees than White adults. However, no differences were detected between the percentages of Hispanics and Blacks who have earned a first professional or doctor's degree.

Percent of 25- to 29-year-olds who have completed college (bachelor's degree or higher), by race/ethnicity and sex: Selected years 1965 to 2000

Year	Total			White, non-Hispanic			Black, non-Hispanic			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1965[1]	12	16	10	13	16	10	7	7	7	—	—	—
1970[1]	16	20	13	17	21	13	7	7	8	—	—	—
1975	22	25	19	24	27	20	11	11	10	9	10	7
1980	23	24	21	25	27	23	12	11	12	8	8	7
1985	22	23	21	24	26	23	12	10	13	11	11	11
1990	23	24	23	26	27	26	13	15	12	8	7	9
1995	25	25	25	29	28	29	15	17	14	9	8	10
1996	27	26	28	32	31	32	15	12	17	10	10	10
1997	28	26	29	33	31	34	14	12	16	11	10	13
1998	27	26	29	32	31	34	16	14	17	10	10	11
1999	28	27	30	34	32	35	15	13	17	9	8	10
2000	29	28	30	34	32	36	18	18	17	10	8	11

[1] Data for White and Black include those of Hispanic origin.

—Data not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys, various years.

Percent of persons 25 years old and over according to highest degree attained, by race/ethnicity: 2000

Race/ethnicity	Degree level					
	Associate	Bachelor's or higher	Bachelor's	Master's	First professional	Doctor's
Total	7.8	25.7	17.0	6.0	1.5	1.2
White, non-Hispanic	8.4	28.1	18.6	6.5	1.7	1.3
Black, non-Hispanic	6.8	16.6	11.5	4.2	0.6	0.3
Hispanic	5.0	10.6	7.3	2.2	0.7	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on U.S. Department of Commerce, Bureau of the Census, March Current Population Survey, 2000.

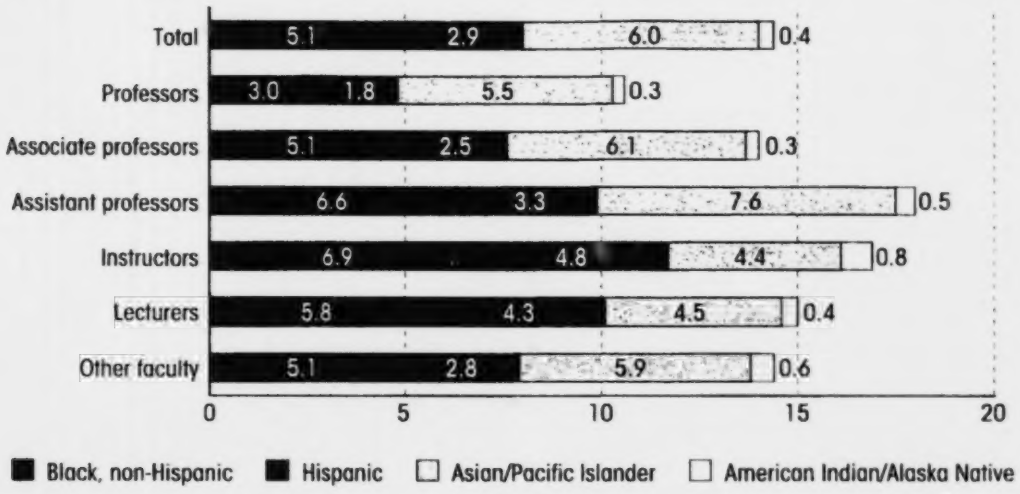
7.8 Faculty in colleges and universities

In 1999, Black instructional faculty in colleges and universities were more likely to be assistant professors and instructors than professors or associate professors.

In 1999, Blacks comprised 5 percent of all full-time instructional faculty in degree-granting institutions compared to Hispanics, at 3 percent, and Asian/Pacific Islanders at 6 percent. The proportion of Black full-time faculty was less than one half the proportion of Black students enrolled in colleges and universities in 1999 (11 percent) (see Section 7.1). A larger percentage of Black faculty members were assistant professors and instructors (7 percent of each of these populations) than were professors (3 percent) or associate professors (5 percent).

Black female faculty made up a higher percentage of total Black faculty compared to the proportion of female faculty in any other racial/ethnic group. Females made up 37 percent of all faculty as a national average, while Black female faculty comprised 50 percent of all Black faculty. Males and females made up almost an equal amount of all Black faculty, each comprising 50 percent.

Percent of full-time instructional faculty in colleges and universities, by minority race/ethnicity and academic rank: 1999



NOTE: Includes U.S. citizens and resident aliens identified by race. Excludes nonresident aliens and persons not identified by race. Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1999–2000.

Full-time instructional faculty in colleges and universities, by race/ethnicity and sex: Fall 1999

Sex	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian Pacific Islander	American Indian/ Alaska Native
			Number of full-time instructional faculty			
Total	538,912	489,206	29,222	16,498	34,112	2,561
Male	340,501	307,814	14,660	9,622	23,975	1,449
Female	181,392	181,392	14,562	6,876	10,137	1,112
			Percentage distribution of full-time instructional faculty			
Total	100.0	100.0	100.0	100.0	100.0	100.0
Male	62.8	62.9	50.2	58.3	70.3	56.6
Female	37.2	37.1	49.8	41.7	29.7	43.4

NOTE: Includes faculty in 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1999–2000.

7.9 Adult education

In 1999, no differences were detected between the percentages of Blacks 17 years old and over and other racial/ethnic groups the same ages participating in adult education.

In 1999, 46 percent of Blacks 17 years old and over participated in adult education in the previous twelve months. Fifty-four percent of employed Blacks participated in adult education. No differences were detected between this proportion and those of other races/ethnicities who participated in adult education. Employed Blacks 17 years old and over were more likely than Hispanics to have taken career or job-related courses in 1999, but no differences were detected between the percentages of employed Blacks 17 years older and employed Whites in the same age group who had taken career or job-related courses.

Percent of persons 17 years old and over enrolled in adult education during the previous 12 months, by type of program, employment status, and race/ethnicity: 1999

Race/ethnicity	Type of program						
	Any program	Part-time higher education	Career or job-related courses	Apprenticeship programs	Personal development courses	Basic education	English as a second language
Total persons							
Total	45	9	22	2	22	1	1
White, non-Hispanic	44	9	24	1	23	1	0
Black, non-Hispanic	46	11	20	3	24	3	0
Hispanic	41	9	13	4	16	2	7
Asian/Pacific Islander	51	17	27	1	23	2	6
American Indian/ Alaska Native	36	13	19	4	11	0	0
Employed persons							
Total	53	12	31	2	23	—	—
White, non-Hispanic	53	12	33	2	24	—	—
Black, non-Hispanic	54	13	28	4	26	—	—
Hispanic	44	11	16	4	16	—	—
Asian/Pacific Islander	53	20	33	0	21	—	—
American Indian/ Alaska Native	53	21	30	7	10	—	—

— Data not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on National Household Education Survey (NHES), 1999 (Adult Education Component), unpublished data.

IV OUTCOMES OF EDUCATION

8 Labor Market and Social Outcomes

8.1 Unemployment rates
8.2 Income
8.3 Types of occupation and worker satisfaction
8.4 Adult literacy and reading habits
8.5 Voting participation

In addition to academic achievement, an important outcome of education is an educated, productive, and engaged citizenry. This section contains indicators on the social and economic outcomes of education, measured by occupational status, worker satisfaction, and voter participation. Traditional outcome measures are also presented on income and unemployment rates by levels of education completed. Because income and employment are associated with educational attainment, outcome data for different racial/ethnic groups are broken out by levels of educational attainment. An additional indicator on adult literacy and reading habits shows differences in patterns of education-related activities among adults.

8.1 Unemployment rates

Blacks in 2000 had higher unemployment rates than both Whites and Hispanics at every level of education.

In 2000, the unemployment rate for Black individuals ages 16 and over was higher at every education level than the rate for Hispanics and Whites.[40] The unemployment rate was higher for younger Blacks than for older Black individuals: for ages 16 to 19, the unemployment rate was 25 percent; for ages 20 to 24, it was 15 percent; and for ages 25 and over, the rate was 5 percent. This same pattern is evident for the White and Hispanic population as well, and presumably relates to the fact that younger people generally have fewer skills and less experience compared to the population over 24 years old.

The unemployment rate decreased with increased education for all age and racial/ethnic groups. For example, in 2000, the unemployment rate of Blacks 20- to 24-years-old with less than a high school education was 32 percent, compared to 6 percent for Blacks ages 20 to 24 with a bachelor's degree or higher.

[40] The unemployment rate is the percent of individuals in the labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks. The labor force includes both employed and unemployed persons.

Unemployment rates of persons 16 years old and over, by age, race/ethnicity, and highest degree attained: 2000

Race/ethnicity and highest degree attained	Ages 16–24			25 years and over
	Total	16–19	20–24	
All persons				
All education levels	9.3	13.1	7.2	3.0
Less than high school completion	15.3	15.6	14.4	6.4
High school completer, no college	9.3	11.6	8.4	3.5
Some college, no degree	5.5	6.7	5.1	2.9
Associate degree	3.3	‡	3.2	2.3
Bachelor's degree or higher	4.3	‡	4.3	1.7
White, non-Hispanic				
All education levels	7.4	10.4	5.5	2.4
Less than high school completion	12.7	12.7	13.1	5.2
High school completer, no college	7.2	9.0	6.4	2.8
Some college, no degree	4.5	5.3	4.3	2.5
Associate degree	3.0	‡	2.9	2.0
Bachelor's degree or higher	4.0	‡	4.0	1.6
Black, non-Hispanic				
All education levels	18.5	25.1	15.3	5.4
Less than high school completion	29.8	28.7	32.2	10.5
High school completer, no college	18.6	24.1	16.7	6.6
Some college, no degree	9.9	11.8	9.6	4.2
Associate degree	6.3	‡	6.3	3.5
Bachelor's degree or higher	5.9	‡	6.1	2.5
Hispanic				
All education levels	10.5	16.7	7.5	4.4
Less than high school completion	14.4	20.0	9.6	6.3
High school completer, no college	9.0	12.5	7.8	3.9
Some college, no degree	6.3	10.5	5.0	3.2
Associate degree	1.9	‡	2.0	2.8
Bachelor's degree or higher	4.2	‡	4.3	2.2

‡ Reporting standards not met.

NOTE: The unemployment rate is the percent of individuals in the labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks. The labor force includes both employed and unemployed persons.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, unpublished data from the Current Population Survey, 2000.

8.2 Income

There is generally a positive correlation between education and higher salaries for Blacks, Whites, and Hispanics, but the incomes of Black males remained lower than those of White males at most educational levels.

In 2000, Black and Hispanic male median earnings were lower than those of White males at all education levels.[41] However, there were no statistically significant differences detected between the median incomes of Black and White females at any educational level.

Blacks, Whites, and Hispanics, both male and female, had higher median earnings with higher levels of educational attainment. In 2000, the median earnings for Black males with a high school diploma and no college was $17,000 less than the median earnings for Black males with a bachelor's degree or higher. In the same year, the median earning for Black females with a high school diploma and no college was $20,000 less than the median earnings for Black females with a bachelor's degree or higher. Black males had higher median earnings than Black females at every education level, as did males in all groups in relation to their female peers.

[41] Unlike most indicators in this report, White category includes persons who identified themselves as both White and of Hispanic origin and Black category includes persons who identified themselves as both Black and of Hispanic origin. Hispanic origin includes anyone who identified themselves as Hispanic.

Median earnings (in current dollars) for persons 25 years old and over, by sex, race/ethnicity, and educational attainment: 2000

	Male				Female			
Highest degree attained	Total	White	Black	Hispanic	Total	White	Black	Hispanic
All education levels	$35,842	$36,668	$28,167	$23,425	$22,887	$23,078	$22,028	$16,601
9th to 12th grade, no diploma	21,365	21,837	19,072	20,459	12,736	12,753	12,677	11,973
High school completer, no college	30,665	31,295	25,466	24,973	18,393	18,627	17,822	16,757
Some college, no degree	35,463	36,051	30,915	30,591	22,308	22,242	22,960	21,860
Associate degree	38,472	40,270	30,583	35,100	25,398	25,480	25,411	22,347
Bachelor's degree or higher	55,059	55,906	42,591	42,518	35,691	35,472	37,898	32,035
Bachelor's degree	50,441	51,099	40,360	41,244	32,163	31,892	35,788	28,531
Master's degree	60,320	60,450	47,170	47,946	41,048	40,844	41,980	42,269

NOTE: White category includes persons who identified themselves as both White and of Hispanic origin and Black category includes persons who identified themselves as both Black and of Hispanic origin. Hispanic origin includes anyone who identified themselves as Hispanic.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Educational Attainment—People 25 Years Old and Over, by Total Money Earnings in 2000, Work Experience in 2000, Age, Race, Hispanic Origin, and Sex. Table PINC-03*, based on March Current Population Survey, 2000.

8.3 Types of occupation and worker satisfaction

Fewer Black and Hispanic men and women held managerial or professional positions in 2000 than White men and women.

In 2000, fewer Black and Hispanic men than White men were employed in managerial and professional occupations.[42] The same held true for Black and Hispanic women compared to White women. Women were more likely than men (among all racial/ethnic groups) to be employed as managers or professional specialists. Women were also more likely than men to be employed in technical, sales, and administrative support occupations, while men of all races were more likely to be employed in precision production, craft and repair, and as operators, fabricators, and laborers.

(Continued on page 120.)

[42] Unlike most indicators in this report, White category includes persons who identified themselves as both White and of Hispanic origin and Black category includes persons who identified themselves as both Black and of Hispanic origin. Hispanic origin includes anyone who identified themselves as Hispanic.

Percentage distribution of employed persons according to occupation, by sex and race/ethnicity: 2000

Occupation	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
Managerial & professional specialty (includes teachers)	28.4	29.2	18.5	11.4	32.3	33.4	24.8	17.8
Technical, sales, and administrative support	19.8	19.7	18.8	14.9	40.0	40.5	38.6	37.2
Service occupations	10.0	9.1	17.4	15.2	17.5	16.4	25.2	26.2
Precision production, craft, and repair	18.7	19.5	14.2	22.2	2.1	2.1	2.1	3.3
Operators, fabricators, and laborers	19.3	18.4	29.0	28.1	6.9	6.4	9.1	13.6
Farming, forestry, and fishing	3.7	4.0	2.1	8.2	1.1	1.3	0.2	1.8

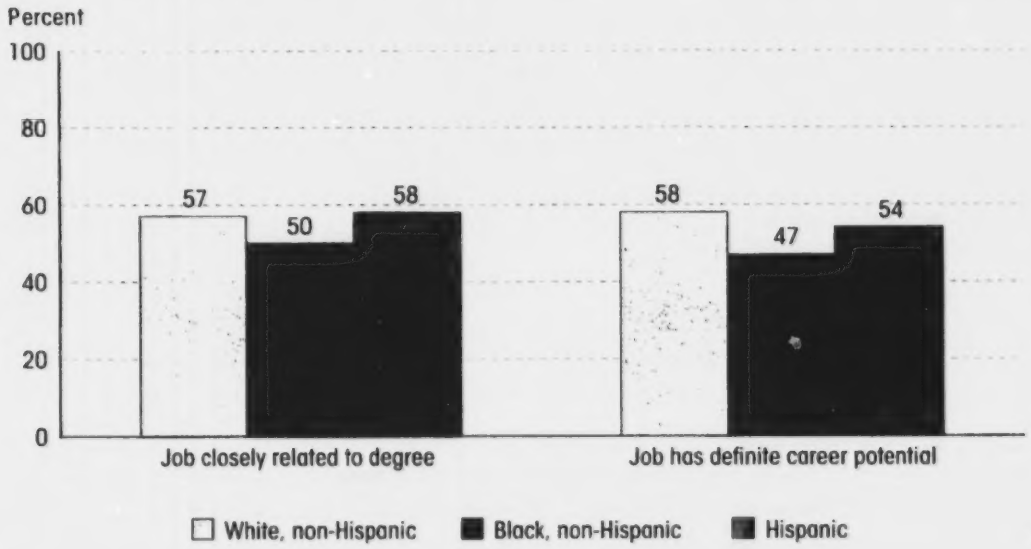
NOTE: White category includes persons who identified themselves as both White and of Hispanic origin and Black category includes persons who identified themselves as both Black and of Hispanic origin. Hispanic origin includes anyone who identified themselves as Hispanic.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, unpublished data from the Current Population Survey, 2000.

In 1997, about one half of all Black employed recipients of 1992–93 bachelor's degrees reported that their jobs were closely related to their degrees. No statistically significant differences were detected between the percentage of Black, White, and Hispanic recipients who reported that their jobs were closely related to their degrees. Fewer Black than White bachelor's degree recipients reported that their jobs had definite career potential.

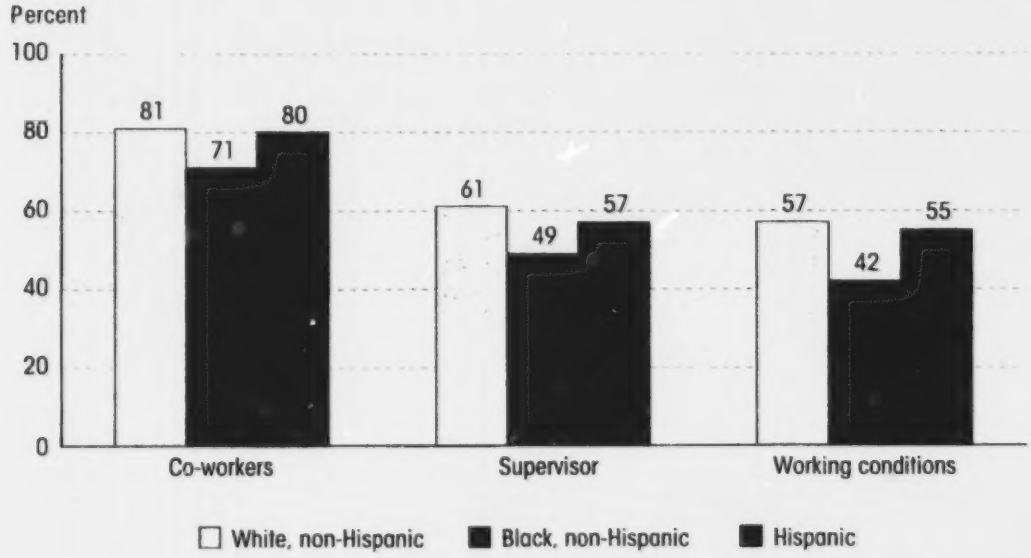
In evaluation of their work environments, Black bachelor's degree recipients were less likely to be very satisfied with coworkers and working conditions than White recipients. Seventy-one percent of Blacks reported that they were very satisfied with their co-workers, 49 percent with their supervisors, and 42 percent with the working conditions.

Percent of employed 1992–93 bachelor's degree recipients who reported various job characteristics for primary job held in April 1997, by race/ethnicity



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study, Second Follow-up (B&B:93/97), restricted-use data.

Percent of 1992–93 bachelor's degree recipients employed in April 1997 who were very satisfied with various aspects of their work environment, by race/ethnicity



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study, Second Follow-up (B&B:93/97), restricted-used data.

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8.4 Adult literacy and reading habits

Black adults had lower average literacy scores in 1992 than their White peers, but performed better than their Hispanic peers.

Literacy proficiency is strongly related to levels of formal schooling. Successive levels of formal education are accompanied by rises in average literacy proficiencies, suggesting that high literacy abilities and high levels of education strongly reinforce one another.[43] The National Adult Literacy Survey (NALS) defines literacy as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." The NALS reported on three scales of literacy—prose, document, and quantitative, and the scores have been divided into five ranges, each range representing a level of proficiency.[44] Black adults in 1992 had average prose, document, and quantitative proficiencies that were lower than those of White adults but exceeded those of Hispanic adults. The average proficiency of Blacks (224) on the quantitative literacy scale registered below 225, which is considered a relatively low score.[45] The average proficiencies of Blacks on the prose and document scales registered above 225 (supplemental table 8.4a).

No statistically significant differences were detected between Black adults and White adults in reading regularly and book reading. Hispanic adults were less likely than Black or White adults to read regularly or to have read a book in the past 6 months. White adults were more likely than Black or Hispanic adults to read the newspaper daily.

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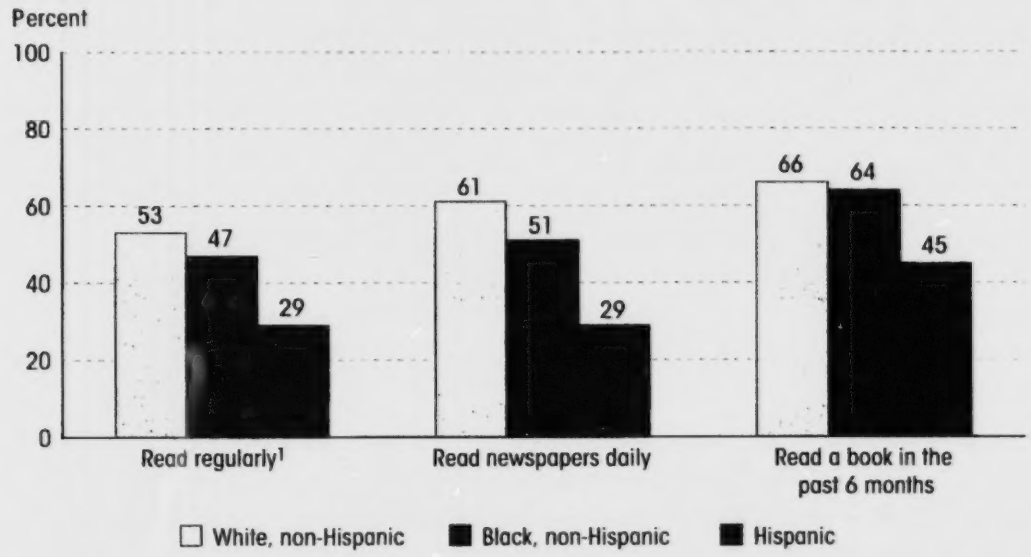
[43] C.F. Kaestle, A. Campbell, J.D. Finn, S.T. Johnson, and L.J. Mikulecky, *Adult Literacy and Education in America: Four Studies Based on the National Adult Literacy Survey* (NCES 2001–534).

[44] Prose literacy encompasses the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction. Document literacy encompasses the knowledge and skills required to locate and use information contained in materials that include job applications, payroll forms, transportation schedules, maps, tables, and graphs. Quantitative literacy encompasses the knowledge and skills required to apply arithmetic operations, either alone or sequentially, using numbers embedded in printed materials.

[45] C.F. Kaestle et al., *Adult Literacy and Education in America* (NCES 2001–534).

Percent of persons 25 years old and over who read at a given frequency, by race/ethnicity and type of reading activity: 1999



[1] Defined as reading a newspaper once a week, at least one magazine regularly, and a book in the past 6 months.

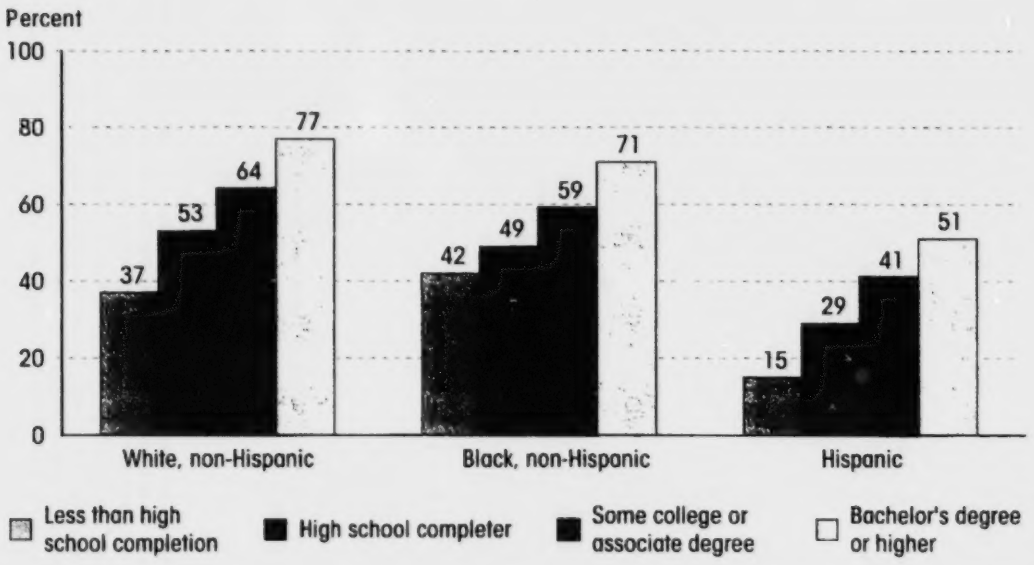
SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Education Survey (NHES), 1999 (Adult Education and Life-Long Learning Component).

8.5 Voting participation

As with Whites, voting rates among Blacks generally increased with higher levels of educational attainment.

Completion of higher levels of education is associated with individuals' more active voting behavior. This is evident from the voting patterns of White, Black, and Hispanic Americans ages 18 and over. For example, the voting rate for Blacks in November 2000 was 42 percent among those who had less than a high school education, which was lower than the 71 percent for Blacks who had a bachelor's degree or higher. At all education levels, the reported voting rates for Blacks age 18 and over were lower than those for their White peers, except among those who did not graduate from high school, where no statistically significant differences were detected between the voting rates of Blacks and Whites. Blacks age 18 and over had higher voting rates at all education levels than Hispanics.

Voting rates for persons 18 years old and over, by race/ethnicity and highest level of education completed: November 2000



NOTE: Data are for the citizen population.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Reported Voting and Registration, by Race, Hispanic Origin, Sex, and Educational Attainment: November 2000. Table 6*, based on Current Population Survey, November 2000 supplement.

APPENDIX

Supplemental Tables

Supplemental Table 1.1a

Resident U.S. population, by race/ethnicity: Selected years 1980 to 2000 and projections to 2050

(In thousands)

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native
1980	226,546	180,906	26,142	14,609	3,563	1,326
1985	237,924	184,945	27,738	18,368	5,315	1,558
1990	248,791	188,315	29,304	22,379	6,996	1,797
1995	262,803	193,328	31,590	27,107	8,846	1,932
2000	275,307	196,670	33,490	32,479	10,620	2,048
2005[1]	287,716	199,414	35,446	38,189	12,497	2,171
2010[1]	299,862	201,956	37,483	43,688	14,436	2,300
2015[1]	312,268	204,590	39,551	49,255	16,444	2,428
2020[1]	324,927	207,145	41,549	55,156	18,527	2,550
2030[1]	351,070	210,984	45,567	68,168	23,564	2,787
2040[1]	377,350	212,475	49,618	82,692	29,543	3,023
2050[1]	403,687	212,991	53,466	98,229	35,760	3,241

[1] Projected.

NOTE: Detail may not add to totals due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Statistical Abstract of the United States: 2000*, based on Population Estimates Program and Population Projections Program.

Supplemental Table 1.1b

Percentage distribution of the resident U.S. population, by race/ethnicity: Selected years 1980 to 2000 and projections to 2050

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native
1980	100.0	79.9	11.5	6.4	1.6	0.6
1985	100.0	77.7	11.7	7.7	2.2	0.7
1990	100.0	75.7	11.8	9.0	2.8	0.7
1995	100.0	73.6	12.0	10.3	3.4	0.7
2000	100.0	71.5	12.2	11.8	3.8	0.7
2005[1]	100.0	69.3	12.3	13.3	4.3	0.8
2010[1]	100.0	67.3	12.5	14.6	4.8	0.8
2015[1]	100.0	65.5	12.7	15.8	5.3	0.8
2020[1]	100.0	63.8	12.8	17.0	5.7	0.8
2025[1]	100.0	62.0	12.9	18.2	6.2	0.8
2030[1]	100.0	60.1	13.0	19.4	6.7	0.8
2040[1]	100.0	56.3	13.1	21.9	7.8	0.8
2050[1]	100.0	52.8	13.2	24.3	8.9	0.8

[1] Projected.

NOTE: Detail may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Statistical Abstract of the United States: 2000*, based on Population Estimates Program and Population Projections Program.

Supplemental Table 1.2

Median age of the U.S. population, by race/ethnicity: 2000

Race/ethnicity	Age
Total	**35.9**
White, non-Hispanic	38.6
Black, non-Hispanic	30.6
Hispanic	26.6
Asian/Pacific Islander	32.4
American Indian/Alaska Native	28.5

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Resident Population Estimates of the United States by Sex, Race, and Hispanic Origin: April 1, 1990 to July 1, 1999, with Short-Term Projections to November 1, 2000*, based on Population Estimates Program.

Supplemental Table 1.3

Percentage distribution of children under age 18, by presence of parents in household (family structure) and race/ethnicity: 2000

Race/ethnicity	Two parents[1]	Mother only [2]	Father only [2]	No parent
Total	69.1 (0.6)	22.4 (0.9)	4.2 (1.0)	4.1 (1.0)
White, non-Hispanic	77.5 (0.6)	15.6 (1.2)	4.3 (1 3)	2.6 (1.3)
Black, non-Hispanic	37.3 (2.1)	49.2 (1.9)	4.2 (2.6)	9.2 (2.6)
Hispanic	65.1 (1.6)	25.1 (2.3)	4.4 (2.6)	5.4 (2.6)

[1] Excludes families where parents are not living as a married couple.

[2] Because of data limitations, includes some families in which both parents are present in household but are living as unmarried partners.

NOTE: Detail may not add to 100.0 due to rounding. Standard errors are in parentheses.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Household Relationship and Living Arrangements of Children Under 18 Years, by Age, Sex, Race, Hispanic Origin, and Metropolitan Residence: March 2000, Table C2,* based on Population Estimates Program.

Supplemental Table 1.4a

Standard errors for the number and percentage of individuals and children living below the poverty level, by race/ethnicity: 2000

	Individuals		Children	
Race/ethnicity	Number in poverty, in thousands	Percent in poverty	Number in poverty, in thousands	Percent in poverty
Total[1]	535	0.6	80	0.4
White, non-Hispanic	378	0.7	178	1.3
Black	252	1.5	140	2.2
Hispanic	241	1.6	86	1.2

[1] Total includes other racial groups that are not presented separately.

NOTE: Black category includes persons who identified themselves as both Black and of Hispanic origin. Hispanic origin includes anyone who identified themselves as Hispanic.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Poverty in the United States: 2000,* based on March Current Poulation Survey, 2000.

Supplemental Table 1.4b

Percent of individuals, children under 18, and families living below the poverty level, by race/ethnicity: 1975–2000

	Percent living below the poverty level									
	Individuals			Children				Families		
Year	White, non-Hispanic	Black	Hispanic	Total	White, non-Hispanic	Black	Hispanic	White, non-Hispanic	Black	Hispanic
1975	8.6 (0.2)	31.3 (0.8)	26.9 (1.4)	17.1 (0.4)	10.8 (0.3)	41.7 (1.2)	— (—)	7.0 (0.1)	30.1 (0.4)	26.3 (0.7)
1976	8.1 (0.2)	31.1 (0.8)	24.7 (1.4)	16.0 (0.4)	9.8 (0.3)	40.6 (1.2)	30.2 (1.6)	6.5 (0.1)	30.1 (0.4)	23.8 (0.6)
1977	8.0 (0.2)	31.3 (0.8)	22.4 (1.3)	16.2 (0.4)	9.9 (0.3)	41.8 (1.3)	28.3 (1.6)	6.5 (0.1)	30.5 (0.4)	21.9 (0.6)
1978	7.9 (0.2)	30.6 (0.8)	21.6 (1.3)	15.9 (0.4)	9.6 (0.3)	41.5 (1.3)	27.6 (1.6)	6.3 (0.1)	29.5 (0.4)	20.9 (0.6)
1979	8.1 (0.2)	31.0 (0.8)	21.8 (1.2)	16.4 (0.4)	10.1 (0.3)	41.2 (1.2)	28.0 (1.5)	6.4 (0.1)	30.0 (0.4)	21.1 (0.6)
1980	9.1 (0.2)	32.5 (0.8)	25.7 (1.3)	18.3 (0.4)	11.8 (0.4)	42.3 (1.3)	33.2 (1.6)	7.4 (0.1)	31.1 (0.4)	25.1 (0.6)
1981	9.9 (0.2)	34.2 (0.9)	26.5 (1.3)	20.0 (0.4)	12.9 (0.4)	45.2 (1.3)	35.9 (1.7)	8.2 (0.1)	33.2 (0.4)	25.9 (0.6)
1982	10.6 (0.2)	35.6 (0.9)	29.9 (1.4)	21.9 (0.4)	14.4 (0.4)	47.6 (1.4)	39.5 (1.7)	9.0 (0.1)	34.9 (0.4)	29.2 (0.7)
1983	10.8 (0.2)	35.7 (0.9)	28.0 (1.3)	22.3 (0.4)	14.8 (0.4)	46.7 (1.3)	38.1 (1.6)	9.2 (0.1)	34.7 (0.4)	27.3 (0.6)
1984	10.0 (0.2)	33.8 (0.8)	28.4 (1.0)	21.5 (0.4)	13.7 (0.4)	46.6 (1.3)	39.2 (1.6)	8.4 (0.1)	33.2 (0.4)	27.4 (0.5)
1985	9.7 (0.2)	31.3 (0.8)	29.0 (1.0)	20.7 (0.4)	12.8 (0.4)	43.6 (1.3)	40.3 (1.6)	8.1 (0.1)	30.5 (0.4)	28.3 (0.5)
1986	9.4 (0.2)	31.1 (0.8)	27.3 (1.0)	20.5 (0.4)	13.0 (0.4)	43.1 (1.3)	37.7 (1.6)	7.7 (0.1)	29.7 (0.4)	26.5 (0.5)
1987	8.7 (0.2)	32.4 (0.8)	28.0 (1.0)	20.3 (0.4)	11.8 (0.4)	45.1 (1.3)	39.3 (1.6)	7.0 (0.1)	31.2 (0.4)	27.5 (0.5)
1988	8.4 (0.2)	31.3 (0.9)	26.7 (1.1)	19.5 (0.4)	11.0 (0.4)	43.5 (1.4)	37.6 (1.8)	6.6 (0.1)	30.0 (0.5)	26.0 (0.6)
1989	8.3 (0.2)	30.7 (0.8)	26.2 (0.9)	19.6 (0.4)	11.5 (0.4)	43.7 (1.3)	36.2 (1.5)	6.8 (0.1)	29.7 (0.4)	25.2 (0.5)
1990	8.8 (0.2)	31.9 (0.8)	28.1 (0.9)	20.6 (0.4)	12.3 (0.4)	44.8 (1.3)	38.4 (1.5)	7.0 (0.1)	31.0 (0.4)	26.9 (0.5)
1991	9.4 (0.2)	32.7 (0.8)	28.7 (0.9)	21.8 (0.4)	13.1 (0.4)	45.9 (1.3)	40.4 (1.5)	7.6 (0.1)	32.0 (0.4)	28.2 (0.5)
1992	9.6 (0.2)	33.4 (0.8)	29.6 (0.9)	22.3 (0.4)	13.2 (0.4)	46.6 (1.3)	40.0 (1.4)	7.7 (0.1)	32.9 (0.4)	28.4 (0.4)
1993	9.9 (0.2)	33.1 (0.8)	30.6 (0.9)	22.7 (0.4)	13.6 (0.4)	46.1 (1.3)	40.9 (1.4)	8.0 (0.1)	32.9 (0.4)	29.3 (0.4)
1994	9.4 (0.2)	30.6 (0.8)	30.7 (0.9)	21.8 (0.4)	12.5 (0.4)	43.8 (1.3)	41.5 (1.3)	7.5 (0.1)	29.6 (0.4)	30.2 (0.4)
1995	8.5 (0.2)	29.3 (0.8)	30.3 (0.9)	20.8 (0.4)	11.2 (0.4)	41.9 (1.3)	40.0 (1.4)	6.6 (0.1)	28.5 (0.4)	29.2 (0.4)
1996	8.6 (0.2)	28.4 (0.8)	29.4 (0.9)	20.5 (0.4)	11.1 (0.4)	39.9 (1.3)	40.3 (1.4)	6.6 (0.1)	27.6 (0.4)	28.5 (0.4)
1997	8.6 (0.2)	26.5 (0.8)	27.1 (0.8)	19.9 (0.4)	11.4 (0.4)	37.2 (1.3)	36.8 (1.3)	6.5 (0.1)	25.5 (0.4)	26.2 (0.4)
1998	8.2 (0.2)	26.1 (0.8)	25.6 (0.8)	18.9 (0.4)	10.6 (0.4)	36.7 (1.3)	34.4 (1.3)	6.3 (0.1)	24.7 (0.4)	24.3 (0.4)
1999	7.7 (0.2)	23.6 (0.7)	22.8 (0.7)	16.9 (0.4)	9.4 (0.4)	33.1 (1.2)	30.3 (1.2)	5.7 (0.1)	22.7 (0.4)	21.7 (0.4)
2000	7.5 (0.2)	22.1 (0.7)	21.2 (0.7)	16.2 (0.4)	9.4 (0.4)	30.9 (1.2)	28.0 (1.2)	5.5 (0.1)	20.8 (0.4)	20.1 (0.4)

— Data not available.

NOTE: Black category includes persons who identified themselves as both Black and of Hispanic origin. Hispanic origin includes anyone who identified themselves as Hispanic. Standard errors are in parentheses.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Poverty in the United States: 2000*, based on March Current Population Surveys, 1975–2000.

Supplemental Table 1.4c

Percent of families living below the poverty level, by family structure and race/ethnicity: 2000

Race/ethnicity	Married couple	Female-headed household, no husband present
Total	4.7 (0.2)	24.7 (0.4)
White, non-Hispanic	3.3 (0.2)	16.9 (0.4)
Black	6.1 (0.2)	34.6 (0.4)
Hispanic	14.1 (0.3)	34.2 (0.4)

NOTE: Black category includes persons who identified themselves as both Black and of Hispanic origin. Hispanic origin includes anyone who identified themselves as Hispanic. Standard errors are in parentheses.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Poverty in the United States: 2000*, based on March Current Population Survey, 2000.

Supplemental Table 1.5a

Percent of infants born with low birthweight, by race/ethnicity: 2000

Race/ethnicity	Percent
Total	7.6
White, non-Hispanic	6.6
Black, non-Hispanic	13.1
Hispanic	6.4

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System.

Supplemental Table 1.5b

Percent of children under age 18 with no health insurance, by race/ethnicity: 2000

Race/ethnicity	Percent
Total	12 (0.5)
White, non-Hispanic	7 (0.6)
Black	13 (1.0)
Hispanic	25 (1.1)

NOTE: Black category includes persons who identified themselves as both Black and of Hispanic origin. Hispanic origin includes anyone who identified themselves as Hispanic. Standard errors are in parentheses.

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Commerce, Bureau of the Census, March Current Population Survey, 2000.

Supplemental Table 1.5c

Percent of children ages 19–35 months without the 4:3:1:3 combined series of vaccinations, by race/ethnicity: 2000

Race/ethnicity	Percent
Total	23 (0.9)
White, non-Hispanic	21 (1.0)
Black, non-Hispanic	28 (2.5)
Hispanic	25 (2.0)

NOTE: The 4:3:1:3 is a combined series of the four most commonly given vaccines, including: four doses of diphtheria and tetanus toxoids and pertussis vaccine (DTP), three doses of polio vaccine, one dose of measles-containing vaccine (MCV), and three doses of *Haemophilus influenzae* type b (Hib) vaccine. Standard errors are in parentheses.

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics and National Immunization Program, National Immunization Survey, 2000.

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Supplemental Table 1.6

Infant mortality rates, by race/ethnicity: Selected years 1983 to 1999

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
1983	10.9	9.2	19.1	9.5	8.3	15.2
1984	10.4	8.7	18.1	9.3	8.9	13.4
1985	10.4	8.7	18.3	8.8	7.8	13.1
1986	10.1	8.4	18.0	8.4	7.8	13.9
1987	9.8	8.1	17.4	8.2	7.3	13.0
1988	9.6	8.0	18.1	8.3	6.8	12.7
1989	9.5	7.8	18.0	8.1	7.4	13.4
1990	8.9	7.2	16.9	7.5	6.6	13.1
1991	8.6	7.0	16.6	7.1	5.8	11.3
1995	7.6	6.3	14.7	6.3	5.3	9.0
1996	7.3	6.0	14.2	6.1	5.2	10.0
1997	7.2	6.0	13.7	6.0	5.0	8.7
1998	7.2	6.3	14.7	6.3	5.3	9.0
1999	7.0	5.8	14.1	5.7	4.8	9.3

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Linked Files of Live Births and Infant Deaths.

Supplemental Table 2.1a

Percent of 3- to 5-year-olds enrolled in center-based programs or kindergarten, by race/ethnicity: 1991 and 1999

	1991			1999		
Race/ethnicity	3-year-olds	4-year-olds	5-year-olds	3-year-olds	4-year-olds	5-year-olds
Total	42.6 (1.4)	61.7 (1.0)	89.8 (0.8)	45.9 (1.3)	70.1 (1.3)	93.4 (0.8)
White, non-Hispanic	44.8 (1.5)	61.4 (1.2)	89.5 (0.8)	46.7 (1.7)	69.3 (1.6)	92.9 (1.0)
Black, non-Hispanic	45.4 (4.2)	71.7 (3.6)	94.0 (1.6)	59.6 (3.9)	81.4 (3.5)	98.5 (0.7)
Hispanic	24.9 (3.2)	51.5 (3.8)	86.2 (2.3)	25.6 (3.1)	63.6 (3.0)	88.6 (2.7)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000*, based on U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1999 (Parent Interview Component).

Supplemental Table 2.1b

Percent of 3- to 5-year-olds enrolled in center-based programs or kindergarten, by poverty status and race/ethnicity: 1999

Race/ethnicity	3-year-olds		4-year-olds		5-year-olds	
	Poor	Nonpoor	Poor	Nonpoor	Poor	Nonpoor
Total	39.1 (3.2)	48.2 (1.5)	63.5 (3.6)	72.2 (1.4)	91.7 (2.0)	93.9 (0.7)
White, non-Hispanic	31.7 (5.3)	49.3 (1.9)	48.7 (6.7)	72.2 (1.6)	89.8 (4.0)	93.4 (0.9)
Black, non-Hispanic	59.7 (7.0)	59.6 (4.7)	83.9 (4.5)	79.3 (5.0)	99.2 (0.9)	98.1 (1.1)
Hispanic	26.6 (5.0)	24.7 (3.6)	60.5 (5.8)	66.1 (3.3)	84.8 (5.7)	91.3 (2.1)

NOTE: Children in families whose incomes are at or below the poverty threshold (as defined by the Bureau of the Census) are classifed as "poor;" children in families with incomes above the poverty threshold are classified as "nonpoor." Stardard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000*, based on U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1999 (Parent Interview Component).

Supplemental Table 2.2

Percent of 3- to 5-year-olds not yet enrolled in kindergarten who participated in various home literacy activities with a family member, by race/ethnicity: Selected years 1991 to 1999

Activity/year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
Read to[1]				
1991	72 (0.6)	79 (0.7)	58 (2.1)	53 (2.0)
1993	78 (0.6)	83 (0.7)	65 (2.3)	62 (2.4)
1995	84 (0.6)	89 (0.7)	74 (2.0)	60 (2.0)
1996	83 (0.7)	88 (1.1)	72 (3.5)	61 (2.7)
1999	81 (0.7)	89 (0.7)	71 (2.7)	61 (2.1)
Told a story[2]				
1991	39 (0.7)	40 (0.8)	35 (2.0)	37 (2.0)
1993	43 (0.9)	44 (1.0)	39 (2.7)	38 (2.2)
1995	50 (0.9)	53 (1.1)	43 (2.3)	42 (2.0)
1996	55 (0.9)	60 (1.7)	42 (3.9)	47 (2.8)
1999	50 (1.1)	53 (1.2)	45 (2.7)	40 (2.3)
Visited a library[3]				
1991	35 (0.7)	40 (0.8)	25 (1.8)	23 (1.7)
1993	38 (1.0)	42 (1.3)	29 (2.6)	27 (1.6)
1995	39 (0.8)	43 (1.1)	33 (2.2)	27 (1.8)
1996	37 (0.9)	36 (1.7)	24 (3.4)	24 (2.4)
1999	36 (0.9)	39 (1.3)	35 (2.6)	25 (1.6)

[1] Refers to being read to at least three times in the past week.

[2] Refers to being told a story at least once in the past week.

[3] Refers to visiting a library at least once in the past month.

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education Component), 1993 (School Readiness Component), 1995 (Early Childhood Program Participation Component), 1996 (Parent and Family Involvement in Education Component), and 1999 (Parent Interview Component), restricted-use data.

Supplemental Table 2.3a

Percent of public school students enrolled in grades K–12 who were minorities, by race/ethnicity: 1972–2000

Year	Total minority	Black, non-Hispanic	Hispanic	Other
1972	22.2 (0.3)	14.8 (0.3)	6.0 (0.2)	1.4 (0.1)
1973	21.9 (0.3)	14.7 (0.3)	5.7 (0.2)	1.4 (0.1)
1974	23.2 (0.3)	15.4 (0.3)	6.3 (0.2)	1.5 (0.1)
1975	23.8 (0.3)	15.4 (0.3)	6.7 (0.2)	1.7 (0.1)
1976	23.8 (0.3)	15.5 (0.3)	6.5 (0.2)	1.7 (0.1)
1977	23.9 (0.3)	15.8 (0.3)	6.2 (0.2)	1.9 (0.1)
1978	24.5 (0.4)	16.0 (0.3)	6.5 (0.2)	2.1 (0.1)
1979	24.2 (0.6)	15.7 (0.5)	6.6 (0.4)	1.9 (0.2)
1980	27.2 (0.5)	16.2 (0.4)	8.6 (0.3)	2.4 (0.2)
1981	27.6 (0.4)	16.0 (0.3)	8.7 (0.3)	2.9 (0.1)
1982	28.1 (0.4)	16.0 (0.3)	8.9 (0.3)	3.2 (0.2)
1983	28.7 (0.4)	16.1 (0.3)	9.2 (0.3)	3.4 (0.2)
1984	28.3 (0.4)	16.1 (0.3)	8.5 (0.3)	3.6 (0.2)
1985	30.4 (0.4)	16.8 (0.3)	10.1 (0.3)	3.5 (0.2)
1986	30.9 (0.4)	16.6 (0.3)	10.8 (0.4)	3.6 (0.2)
1987	31.5 (0.4)	16.6 (0.3)	10.8 (0.4)	4.0 (0.2)
1988	31.7 (0.4)	16.5 (0.4)	11.0 (0.4)	4.2 (0.2)
1989	32.0 (0.4)	16.6 (0.4)	11.4 (0.4)	4.0 (0.2)
1990	32.4 (0.4)	16.5 (0.3)	11.7 (0.4)	4.2 (0.2)
1991	32.9 (0.4)	16.8 (0.3)	11.8 (0.4)	4.2 (0.2)
1992	33.3 (0.4)	16.9 (0.3)	12.1 (0.4)	4.3 (0.2)
1993	33.0 (0.4)	16.6 (0.3)	12.1 (0.4)	4.3 (0.2)
1994	34.2 (0.4)	16.7 (0.3)	13.7 (0.3)	3.8 (0.1)
1995	34.5 (0.4)	16.9 (0.3)	14.1 (0.3)	3.5 (0.1)
1996	36.3 (0.4)	16.6 (0.3)	14.5 (0.3)	5.3 (0.2)
1997	37.0 (0.4)	16.9 (0.3)	14.9 (0.3)	5.1 (0.2)
1998	37.6 (0.4)	17.2 (0.3)	15.4 (0.3)	5.1 (0.2)
1999	38.1 (0.4)	16.5 (0.3)	16.2 (0.3)	5.5 (0.2)
2000	38.7 (0.4)	16.6 (0.3)	16.6 (0.3)	5.4 (0.2)

NOTE: These data are from a sample survey of households and percents may differ slightly from surveys of all public schools. Detail may not add to totals due to rounding. Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2002*, based on U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1972–2000.

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Supplemental Table 2.3b

Percent of public school students enrolled in grades K–12 who were minorities, by region and race/ethnicity: 1972–2000

	Northeast				Midwest			
Year	Total minority	Black, non-Hispanic	Hispanic	Other	Total minority	Black, non-Hispanic	Hispanic	Other
1972	18.6 (0.6)	12.4 (0.5)	5.5 (0.4)	0.7 (0.1)	12.5 (0.5)	10.6 (0.5)	1.5 (0.2)	0.3 (0.1)
1973	18.7 (0.6)	12.5 (0.5)	5.5 (0.4)	0.7 (0.1)	12.3 (0.5)	10.6 (0.5)	1.2 (0.2)	0.5 (0.1)
1974	18.9 (0.6)	12.7 (0.5)	5.5 (0.4)	0.7 (0.1)	13.4 (0.5)	11.2 (0.5)	1.6 (0.2)	0.7 (0.1)
1975	20.0 (0.6)	13.3 (0.5)	6.1 (0.4)	0.7 (0.1)	13.8 (0.5)	11.7 (0.5)	1.6 (0.2)	0.5 (0.1)
1976	20.7 (0.6)	12.7 (0.5)	6.3 (0.5)	1.7 (0.2)	13.1 (0.5)	11.2 (0.5)	1.5 (0.2)	0.4 (0.1)
1977	19.6 (0.6)	12.6 (0.5)	5.8 (0.4)	1.3 (0.2)	14.3 (0.5)	11.8 (0.5)	1.7 (0.2)	0.8 (0.1)
1978	20.1 (0.6)	13.6 (0.6)	5.7 (0.8)	0.8 (0.1)	14.1 (0.6)	11.2 (0.5)	1.7 (0.2)	1.2 (0.2)
1979	21.5 (1.1)	15.0 (1.0)	6.0 (0.6)	0.5 (0.2)	13.2 (0.9)	10.3 (0.8)	1.8 (0.4)	1.1 (0.3)
1980	22.0 (0.9)	13.5 (0.7)	6.8 (0.5)	1.6 (0.3)	16.2 (0.8)	12.9 (0.7)	1.7 (0.3)	1.5 (0.3)
1981	23.5 (0.7)	13.3 (0.6)	8.2 (0.6)	2.0 (0.2)	15.6 (0.6)	12.1 (0.5)	1.9 (0.3)	1.6 (0.2)
1982	23.9 (0.8)	13.4 (0.6)	8.3 (0.6)	2.3 (0.3)	15.4 (0.6)	11.8 (0.6)	1.8 (0.3)	1.7 (0.2)
1983	23.7 (0.8)	13.8 (0.6)	7.9 (0.6)	2.0 (0.3)	16.4 (0.7)	12.5 (0.6)	2.1 (0.3)	1.8 (0.2)
1984	23.2 (0.8)	13.2 (0.6)	7.1 (0.7)	2.9 (0.3)	17.8 (0.7)	13.7 (0.6)	2.3 (0.3)	1.8 (0.2)
1985	25.9 (0.8)	13.4 (0.6)	10.4 (0.8)	2.1 (0.3)	20.3 (0.7)	14.7 (0.6)	3.2 (0.4)	2.3 (0.3)
1986	26.2 (0.8)	13.3 (0.6)	10.7 (0.7)	2.2 (0.3)	18.2 (0.7)	13.0 (0.6)	3.4 (0.4)	1.8 (0.2)
1987	25.8 (0.8)	13.1 (0.6)	9.5 (0.8)	3.3 (0.3)	19.3 (0.7)	13.8 (0.6)	3.1 (0.4)	2.4 (0.3)
1988	25.4 (0.9)	13.9 (0.7)	8.6 (0.9)	2.9 (0.3)	20.3 (0.8)	14.8 (0.7)	3.3 (0.5)	2.2 (0.3)
1989	26.2 (0.9)	14.1 (0.7)	9.1 (0.8)	3.0 (0.4)	19.5 (0.8)	13.8 (0.7)	3.4 (0.5)	2.2 (0.3)
1990	26.7 (0.9)	13.2 (0.7)	10.1 (0.8)	3.3 (0.4)	18.4 (0.7)	13.2 (0.6)	2.7 (0.4)	2.5 (0.3)
1991	27.1 (0.9)	14.0 (0.7)	9.9 (0.7)	3.2 (0.3)	18.4 (0.7)	13.0 (0.6)	2.9 (0.4)	2.5 (0.3)
1992	28.1 (0.9)	14.7 (0.7)	9.8 (0.7)	3.6 (0.4)	18.5 (0.7)	13.2 (0.6)	2.7 (0.4)	2.6 (0.3)
1993	27.8 (0.9)	15.2 (0.7)	8.8 (0.5)	3.8 (0.4)	19.2 (0.7)	13.4 (0.6)	3.6 (0.4)	2.2 (0.3)
1994	27.7 (0.7)	13.8 (0.6)	10.8 (0.6)	3.1 (0.3)	21.9 (0.6)	14.9 (0.6)	4.7 (0.4)	2.3 (0.2)
1995	29.3 (0.7)	14.7 (0.6)	11.6 (0.6)	2.9 (0.3)	20.7 (0.6)	13.9 (0.5)	4.5 (0.3)	2.3 (0.2)
1996	31.8 (0.8)	15.9 (0.6)	12.1 (0.6)	3.7 (0.3)	20.1 (0.6)	12.8 (0.5)	4.4 (0.4)	2.9 (0.3)
1997	32.3 (0.8)	16.1 (0.6)	12.3 (0.6)	3.8 (0.3)	20.7 (0.6)	13.3 (0.5)	4.5 (0.4)	2.9 (0.3)
1998	32.1 (0.8)	14.9 (0.6)	13.4 (0.6)	3.7 (0.3)	21.6 (0.7)	13.4 (0.5)	4.9 (0.4)	3.3 (0.3)
1999	31.8 (0.8)	14.1 (0.6)	13.0 (0.6)	4.7 (0.3)	24.0 (0.7)	14.1 (0.6)	5.9 (0.4)	4.0 (0.3)
2000	31.9 (0.8)	15.5 (0.6)	11.4 (0.6)	5.0 (0.4)	23.7 (0.7)	15.3 (0.6)	5.5 (0.4)	2.8 (0.3)

See footnotes at end of table.

Supplemental Table 2.3b—Continued

Percent of public school students enrolled in grades K-12 who were minorities, by region and race/ethnicity: 1972-2000—Continued

	South				West			
Year	Total minority	Black, non-Hispanic	Hispanic	Other	Total minority	Black, non-Hispanic	Hispanic	Other
1972	30.3 (0.7)	24.8 (0.6)	5.0 (0.4)	0.5 (0.1)	27.2 (0.8)	6.4 (0.5)	15.3 (0.8)	5.5 (0.4)
1973	30.4 (0.7)	24.8 (0.6)	5.0 (0.4)	0.6 (0.1)	25.9 (0.8)	6.2 (0.5)	14.4 (0.8)	5.2 (0.4)
1974	32.2 (0.7)	25.6 (0.6)	6.1 (0.4)	0.5 (0.1)	27.3 (0.8)	6.8 (0.5)	14.9 (0.8)	5.6 (0.4)
1975	32.6 (0.7)	25.2 (0.6)	6.6 (0.4)	0.7 (0.1)	28.0 (0.8)	7.0 (0.5)	14.8 (0.8)	6.3 (0.5)
1976	32.9 (0.7)	25.7 (0.6)	6.3 (0.4)	0.9 (0.1)	27.1 (0.9)	7.1 (0.5)	14.8 (0.8)	5.2 (0.4)
1977	32.5 (0.7)	26.3 (0.6)	5.5 (0.4)	0.6 (0.1)	27.8 (0.9)	6.7 (0.5)	14.8 (0.8)	6.3 (0.5)
1978	33.6 (0.7)	26.3 (0.6)	6.2 (0.4)	1.1 (0.2)	28.6 (0.9)	6.8 (0.5)	15.2 (0.9)	6.6 (0.5)
1979	31.4 (1.2)	24.6 (1.1)	6.0 (0.7)	0.8 (0.2)	30.0 (1.6)	7.8 (0.9)	15.7 (1.5)	6.6 (0.8)
1980	35.4 (0.9)	25.8 (0.8)	8.2 (0.6)	1.4 (0.2)	33.1 (1.2)	6.6 (0.6)	20.5 (1.2)	6.0 (0.6)
1981	35.9 (0.7)	25.9 (0.6)	8.5 (0.5)	1.4 (0.2)	33.5 (0.9)	6.8 (0.5)	18.5 (0.9)	8.1 (0.5)
1982	35.9 (0.7)	26.9 (0.7)	7.9 (0.5)	1.1 (0.2)	34.8 (1.0)	5.4 (0.5)	19.9 (1.0)	9.5 (0.6)
1983	36.1 (0.7)	26.0 (0.7)	8.6 (0.5)	1.5 (0.2)	36.1 (1.0)	5.5 (0.5)	20.4 (1.0)	10.3 (0.6)
1984	34.0 (0.7)	24.7 (0.7)	7.5 (0.5)	1.8 (0.2)	36.2 (1.0)	6.8 (0.5)	19.6 (1.0)	9.8 (0.6)
1985	36.6 (0.7)	25.9 (0.7)	8.8 (0.6)	2.0 (0.2)	35.9 (1.0)	6.4 (0.5)	20.6 (1.1)	8.9 (0.6)
1986	37.8 (0.7)	26.6 (0.7)	9.0 (0.6)	2.2 (0.2)	37.5 (1.0)	6.1 (0.5)	22.0 (1.1)	9.4 (0.6)
1987	38.1 (0.7)	26.3 (0.7)	9.6 (0.6)	2.2 (0.2)	39.7 (1.0)	7.1 (0.5)	22.9 (1.1)	9.7 (0.6)
1988	37.8 (0.8)	25.0 (0.7)	10.5 (0.7)	2.3 (0.2)	39.7 (1.0)	6.5 (0.5)	22.7 (1.3)	10.5 (0.7)
1989	38.3 (0.8)	26.1 (0.7)	9.9 (0.7)	2.4 (0.3)	40.6 (1.0)	6.1 (0.5)	24.9 (1.3)	9.6 (0.6)
1990	40.1 (0.8)	27.4 (0.7)	10.6 (0.6)	2.1 (0.2)	41.0 (1.0)	5.5 (0.5)	25.1 (1.1)	10.4 (0.6)
1991	40.5 (0.8)	27.7 (0.7)	10.3 (0.6)	2.5 (0.2)	41.0 (1.0)	5.8 (0.5)	25.5 (1.1)	9.7 (0.6)
1992	40.5 (0.8)	27.2 (0.7)	10.5 (0.6)	2.7 (0.3)	41.5 (1.0)	5.8 (0.5)	26.3 (1.1)	9.3 (0.6)
1993	39.9 (0.8)	26.4 (0.7)	10.7 (0.6)	2.8 (0.3)	41.3 (1.0)	6.1 (0.5)	25.9 (1.1)	9.3 (0.6)
1994	40.8 (0.6)	26.2 (0.6)	12.4 (0.4)	2.2 (0.2)	41.6 (0.8)	5.7 (0.4)	27.5 (0.8)	8.5 (0.5)
1995	41.0 (0.6)	27.0 (0.6)	12.1 (0.4)	1.8 (0.2)	43.0 (0.8)	5.5 (0.4)	29.6 (0.8)	7.9 (0.4)
1996	42.3 (0.7)	26.9 (0.6)	12.6 (0.5)	2.8 (0.2)	47.2 (0.8)	5.2 (0.4)	29.4 (0.8)	12.6 (0.5)
1997	43.0 (0.7)	27.0 (0.6)	13.4 (0.5)	2.6 (0.2)	47.9 (0.8)	6.5 (0.4)	29.4 (0.8)	12.1 (0.5)
1998	44.0 (0.7)	28.1 (0.6)	13.1 (0.5)	2.9 (0.2)	48.1 (0.8)	6.8 (0.4)	30.1 (0.8)	11.2 (0.5)
1999	44.7 (0.7)	26.9 (0.6)	14.8 (0.5)	3.0 (0.2)	47.3 (0.8)	5.7 (0.4)	30.6 (0.8)	11.0 (0.5)
2000	44.9 (0.7)	25.6 (0.6)	16.0 (0.5)	3.2 (0.2)	48.9 (0.8)	5.9 (0.4)	31.6 (0.8)	11.4 (0.5)

NOTE: The Northeast includes Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont. The Midwest includes Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. The South includes Alabama, Arkansas, Delaware, the District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. The West includes Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. Detail may not add to totals due to rounding. Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2002*, based on U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1972-2000.

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Supplemental Table 2.3c

Percentage distribution of public elementary and secondary school students of each racial/ethnic group, by percent of that racial/ethnic group in the school: Fall 2000

Race/ethnicity	Total	Less than 10 percent	10–24 percent	25–49 percent	50–74 percent	75–89 percent	90 percent or more
White, non-Hispanic	100	1	2	8	20	26	44
Black, non-Hispanic	100	9	15	24	17	11	23
Hispanic	100	10	14	22	23	15	17
Asian/Pacific Islander	100	42	27	17	9	4	1
American Indian/Alaska Native	100	46	15	14	7	3	15

NOTE: Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished data from Common Core of Data, 2000–01.

Supplemental Table 2.3d

Public elementary and secondary school enrollment, by race/ethnicity and urbanicity: Fall 2000

Urbanicity	Total	White, non-Hispanic	Total minority	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Total[1]	46,120,425	28,146,613	17,973,812	7,854,032	7,649,728	1,924,875	545,177
Large city[2]	7,332,420	1,772,282	5,560,138	2,500,702	2,464,618	540,747	54,071
Mid-size city[3]	6,189,982	3,227,012	2,962,970	1,507,614	1,163,873	233,614	57,869
Urban fringe/ large city[4]	13,922,851	8,612,948	5,309,903	1,861,838	2,508,064	853,521	86,480
Urban fringe/ mid city[5]	4,259,824	3,177,768	1,082,056	492,248	467,398	90,510	31,900
Large town[6]	553,105	373,239	179,866	84,355	70,908	11,249	13,354
Small town[7]	4,353,132	3,230,913	1,122,219	593,738	396,608	38,374	93,499
Rural[8]	9,508,564	7,752,437	1,756,127	813,118	578,148	156,858	208,003

[1] Total includes those of unknown urbanicity.

[2] Central city of metropolitan statistical area (MSA) with population of 400,000 or more or population density of 6,000 or more persons per square mile.

[3] Central city of an MSA but not designated as a large central city.

[4] Place within the MSA of a large central city.

[5] Place within the MSA of a midsize central city.

[6] Place not within an MSA but with population of 25,000 or more and defined as urban.

[7] Place not within an MSA with population of at least 2,500, but less than 25,000.

[8] Place with population of less than 2,500.

SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished data from Common Core of Data, 2000–01.

Supplemental Table 2.3e

Percentage distribution of public elementary and secondary school enrollment in the 10 states with the highest concentration of Black, non-Hispanic students, by race/ethnicity: Fall 2000

State	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
United States	100	61	17	16	4	1
Alabama	100	61	36	1	1	1
Delaware	100	61	31	6	2	0
Florida	100	53	25	19	2	0
Georgia	100	55	38	5	2	0
Louisiana	100	49	48	1	1	1
Maryland	100	53	37	5	4	0
Mississippi	100	47	51	1	1	0
North Carolina	100	61	31	4	2	1
South Carolina	100	55	42	2	1	0
Virginia	100	64	27	5	4	0

NOTE: Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished data from Common Core of Data, 2000-01.

Supplemental Table 2.3f

Percentage distribution of enrollment in the 10 largest public school districts, by race/ethnicity: 2000

District, by order of enrollment size	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
United States	100	61	17	17	4	1
Total, 10 largest districts	100	19	31	41	9	0
New York City, NY	100	15	35	38	12	0
Los Angeles Unified, CA	100	10	13	71	6	0
City of Chicago, IL	100	10	52	35	3	0
Dade County, FL	100	11	31	56	1	0
Broward County, FL	100	41	36	19	3	0
Clark County, NV	100	50	14	29	7	1
Houston ISD, TX	100	10	32	55	3	0
Philadelphia City, PA	100	17	65	13	5	0
Hawaii Department of Education	100	20	2	5	72	0
Hillsborough County, FL	100	52	24	22	2	0

NOTE: Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished data from Common Core of Data, 2000-01.

Supplemental Table 2.3g

Standard errors for the percentage distribution of 4th-grade public school students of each racial/ethnic group, by percentage of students in school eligible for free or reduced-price lunch: 2000

Race/ethnicity	0 percent	1–5 percent	6–10 percent	11–25 percent	26–50 percent	51–75 percent	76–99 percent	100 percent
Total	0.8	1.6	2.1	2.2	2.1	2.1	1.6	1.1
White, non-Hispanic	1.0	2.2	2.8	2.8	2.6	2.4	1.4	0.5
Black, non-Hispanic	0.6	0.8	1.1	1.4	2.7	3.8	4.1	1.7
Hispanic	1.3	1.2	1.6	1.7	2.2	2.8	3.0	4.2
Asian/Pacific Islander	1.9	9.1	4.4	3.1	3.5	3.8	7.7	0.9
American Indian/ Alaska Native	0.9	‡	0.4	3.0	5.7	7.5	4.2	5.8

‡ Reporting standards not met.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Reading Assessment.

Supplemental Table 2.4

Percent of children in grades K–8 who received various types of care before and after school, by race/ethnicity: 1999

Race/ethnicity	Received care from relative	Received care from nonrelative	Attended center-based program	Child cared for self	Parental care only
Total	19.4 (0.5)	7.5 (0.3)	18.5 (0.4)	11.6 (0.4)	51.8 (0.6)
White, non-Hispanic	16.5 (0.6)	7.8 (0.4)	16.5 (0.5)	11.7 (0.4)	54.6 (0.7)
Black, non-Hispanic	28.0 (1.4)	7.0 (0.8)	27.8 (1.6)	12.5 (1.1)	40.0 (1.8)
Hispanic	21.4 (1.0)	6.8 (0.7)	15.8 (0.9)	9.5 (0.7)	54.0 (1.3)

NOTE: Percentages for each racial/ethnic group may add to greater than 100.0 because more than one category could be indicated. Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Education Survey (NHES), 1999 (Parent Interview Component).

Supplemental Table 2.5

Percent of 3- to 21-year-olds served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 1999–2000

Race/ethnicity	Number of children served under IDEA	Percentage distribution of children served under IDEA	Percent of children in each racial/ethnic group served under IDEA
Total	6,195,121	100.0	13.2
White, non-Hispanic	3,185,247	51.4	10.9
Black, non-Hispanic	1,196,474	19.3	14.9
Hispanic	820,956	13.3	11.3
Asian/Pacific Islander	111,274	1.8	5.9
American Indian/Alaska Native	76,467	1.2	14.1
Unknown	174,703	2.8	†

† Not applicable.

NOTE: Total number of children served under IDEA includes some children not included in the above racial/ethnic categories. Detail may not add to totals due to rounding.

SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), *Data Tables for OSEP State Reported Data*, based on OSEP state data; and U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1999–2000.

Supplemental Table 3.1

Standard errors for the percent of 8th- and 12th-grade students who were absent from school, by number of days missed in the preceding month and race/ethnicity: 2000

	8th-grade students			12th-grade students		
Race/ethnicity	No absences	1–2 days	3 or more days	No absences	1–2 days	3 or more days
Total	0.7	0.7	0.6	0.9	0.6	0.8
White, non-Hispanic	0.9	0.9	0.7	1.1	0.8	1.0
Black, non-Hispanic	1.2	1.0	1.0	1.6	1.2	1.4
Hispanic	1.1	1.2	1.2	1.5	1.4	1.7
Asian/Pacific Islander	2.3	2.2	1.4	2.6	1.8	3.0
American Indian/Alaska Native	3.4	4.6	4.7	6.9	4.4	5.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Science Assessment, unpublished data by Educational Testing Service.

Supplemental Table 3.2

Percent of elementary and secondary students who had ever repeated a grade or been suspended/expelled, by race/ethnicity: 1999

Race/ethnicity	Repeated grade (grades K–12)	Suspended or expelled (grades 7–12)
Total	11.2 (0.4)	18.7 (0.6)
White, non-Hispanic	9.3 (0.4)	14.6 (0.6)
Black, non-Hispanic	17.5 (1.0)	35.1 (1.6)
Hispanic	13.2 (0.8)	19.6 (1.4)
Asian/Pacific Islander	7.1 (1.9)	13.3 (3.4)
American Indian/Alaska Native	18.0 (5.4)	38.2 (8.0)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1999 (Parent Interview Component).

Supplemental Table 3.3

Percent of 16- to 24-year-olds who were high school dropouts, by race/ethnicity: 1972–2000

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
1972	14.6 (0.3)	12.3 (0.3)	21.3 (1.1)	34.3 (2.2)
1973	14.1 (0.3)	11.6 (0.3)	22.2 (1.1)	33.5 (2.2)
1974	14.3 (0.3)	11.9 (0.3)	21.2 (1.1)	33.0 (2.1)
1975	13.9 (0.3)	11.4 (0.3)	22.9 (1.1)	29.2 (2.0)
1976	14.1 (0.3)	12.0 (0.3)	20.5 (1.0)	31.4 (2.0)
1977	14.1 (0.3)	11.9 (0.3)	19.8 (1.0)	33.0 (2.0)
1978	14.2 (0.3)	11.9 (0.3)	20.2 (1.0)	33.3 (2.0)
1979	14.6 (0.3)	12.0 (0.3)	21.1 (1.0)	33.8 (2.0)
1980	14.1 (0.3)	11.4 (0.3)	19.1 (1.0)	35.2 (1.9)
1981	13.9 (0.3)	11.4 (0.3)	18.4 (0.9)	33.2 (1.8)
1982	13.9 (0.3)	11.4 (0.3)	18.4 (1.0)	31.7 (1.9)
1983	13.7 (0.3)	11.2 (0.3)	18.0 (1.0)	31.6 (1.9)
1984	13.1 (0.3)	11.0 (0.3)	15.5 (0.9)	29.8 (1.9)
1985	12.6 (0.3)	10.4 (0.3)	15.2 (0.9)	27.6 (1.9)
1986	12.2 (0.3)	9.7 (0.3)	14.2 (0.9)	30.1 (1.9)
1987	12.7 (0.3)	10.7 (0.3)	14.1 (0.9)	28.6 (1.8)
1988	12.9 (0.3)	9.6 (0.3)	14.5 (1.0)	35.8 (2.3)
1989	12.6 (0.3)	9.4 (0.3)	13.9 (1.0)	33.0 (2.2)
1990	12.1 (0.3)	9.0 (0.3)	13.2 (0.9)	32.4 (1.9)
1991	12.5 (0.3)	8.9 (0.3)	13.6 (1.0)	35.3 (1.9)
1992	11.0 (0.3)	7.7 (0.3)	13.7 (1.0)	29.4 (1.9)
1993	11.0 (0.3)	7.9 (0.3)	13.6 (0.9)	27.5 (1.8)
1994	11.5 (0.3)	7.7 (0.3)	12.6 (0.8)	30.0 (1.2)
1995	12.0 (0.3)	8.6 (0.3)	12.1 (0.7)	30.0 (1.2)
1996	11.1 (0.3)	7.3 (0.3)	13.0 (0.8)	29.4 (1.1)
1997	11.0 (0.3)	7.6 (0.3)	13.4 (0.8)	25.3 (1.1)
1998	11.8 (0.3)	7.7 (0.3)	13.8 (0.8)	29.5 (1.1)
1999	11.2 (0.3)	7.3 (0.3)	12.6 (0.8)	28.6 (1.1)
2000	10.9 (0.3)	6.9 (0.3)	13.1 (0.8)	27.8 (1.1)

NOTE: The data presented here represent status dropout rates, which is the percentage of 16- to 24-year-olds who are out of school and who have not earned a high school credential. Another way of calculating dropout rates is the event dropout rate, which is the percentage of 15- to 24-year-olds who dropped out of grades 10–12 in the 12 months preceding the fall of each data collection year. Event dropout rates are not presented here. Standard errors are in parentheses.

SOURCE: P. Kaufman, M.N. Alt, and C.D. Chapman, *Dropout Rates in the United States: 2000*, based on U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1972–2000.

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Supplemental Table 3.4

High school completion rates for 18- to 24-year-olds not currently enrolled in high school, by race/ethnicity: 1972–2000

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
1972	82.8 (0.3)	86.0 (0.3)	72.1 (1.2)	56.2 (1.8)
1973	83.7 (0.3)	87.0 (0.3)	71.6 (1.2)	58.7 (1.8)
1974	83.6 (0.3)	86.7 (0.3)	73.0 (1.2)	60.1 (1.7)
1975	83.8 (0.3)	87.2 (0.3)	70.2 (1.2)	62.2 (1.7)
1976	83.5 (0.3)	86.4 (0.3)	73.5 (1.1)	60.3 (1.7)
1977	83.6 (0.3)	86.7 (0.3)	73.9 (1.1)	58.6 (1.7)
1978	83.6 (0.3)	86.9 (0.3)	73.4 (1.1)	58.8 (1.6)
1979	83.1 (0.3)	86.6 (0.3)	72.6 (1.1)	58.5 (1.6)
1980	83.9 (0.3)	87.5 (0.3)	75.2 (1.1)	57.1 (1.5)
1981	83.8 (0.3)	87.1 (0.3)	76.7 (1.0)	59.1 (1.5)
1982	83.8 (0.3)	87.0 (0.3)	76.4 (1.1)	60.9 (1.6)
1983	83.9 (0.3)	87.4 (0.3)	80.6 (1.1)	59.4 (1.6)
1984	84.7 (0.3)	87.5 (0.3)	81.0 (1.0)	63.7 (1.5)
1985	85.4 (0.3)	88.2 (0.3)	81.8 (1.0)	66.6 (1.6)
1986	85.5 (0.3)	88.8 (0.3)	81.9 (1.0)	63.5 (1.5)
1987	84.7 (0.3)	87.7 (0.3)	80.9 (1.0)	65.1 (1.5)
1988	84.5 (0.4)	88.7 (0.4)	81.9 (1.1)	58.2 (1.8)
1989	84.7 (0.4)	89.0 (0.4)	81.9 (1.1)	59.4 (1.7)
1990	85.6 (0.3)	89.6 (0.3)	83.2 (1.0)	59.1 (1.5)
1991	84.9 (0.3)	89.4 (0.4)	82.5 (1.1)	56.5 (1.5)
1992	86.4 (0.3)	90.7 (0.3)	82.0 (1.1)	62.1 (1.5)
1993	86.2 (0.3)	90.1 (0.4)	81.9 (1.1)	64.4 (1.5)
1994	85.8 (0.3)	90.7 (0.3)	83.3 (1.0)	61.8 (1.4)
1995	85.3 (0.4)	89.8 (0.4)	84.5 (1.0)	62.8 (1.4)
1996	86.2 (0.4)	91.5 (0.3)	83.0 (1.1)	61.9 (1.5)
1997	85.9 (0.4)	90.5 (0.4)	82.0 (1.1)	66.7 (1.4)
1998	84.8 (0.4)	90.2 (0.4)	81.4 (1.1)	62.8 (1.4)
1999	85.9 (0.3)	91.2 (0.3)	83.5 (1.0)	63.4 (1.4)
2000	86.5 (0.3)	91.8 (0.3)	83.7 (1.0)	64.1 (1.4)

NOTE: Standard errors are in parentheses.

SOURCE: P. Kaufman, M.N. Alt, and C.D. Chapman, *Dropout Rates in the United States: 2000*, based on U.S. Department of Commerce, Bureau of the Census, Current Population Surveys, 1972–2000.

Supplemental Table 4.1

Percent of first-time kindergartners whose teachers reported that they persist at tasks, are eager to learn, and pay attention "often" or "very often," by race/ethnicity: Fall 1998

Race/ethnicity	Persist at tasks	Eager to learn	Pay attention
Total	71 (0.6)	75 (0.5)	66 (0.6)
White, non-Hispanic	75 (0.7)	78 (0.7)	70 (0.7)
Black, non-Hispanic	62 (1.4)	66 (1.3)	55 (1.4)
Hispanic	67 (1.9)	70 (1.9)	62 (2.3)
Asian/Pacific Islander	81 (1.2)	80 (1.0)	71 (0.9)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000*, based on Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, Fall 1998.

Supplemental Table 4.2a

Standard errors for the average NAEP reading scale scores, by age and race/ethnicity: Selected years 1971 to 1999

Age and race/ethnicity	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999
Age 9										
Total	1.0	0.7	1.0	0.7	1.1	1.2	0.9	1.2	1.0	1.3
White, non-Hispanic	0.9	0.7	0.8	0.8	1.4	1.3	1.0	1.3	1.2	1.6
Black, non-Hispanic	1.7	1.2	1.8	1.1	2.4	2.9	2.2	2.3	2.6	2.3
Hispanic	—	2.2	2.3	2.1	3.5	2.3	3.1	3.9	3.4	2.7
Age 13										
Total	0.9	0.8	0.9	0.5	1.0	0.8	1.2	0.9	1.0	1.0
White, non-Hispanic	0.7	0.7	0.7	0.6	1.1	0.9	1.2	1.1	1.0	1.2
Black, non-Hispanic	1.2	1.2	1.5	1.0	2.4	2.2	2.3	2.4	2.6	2.4
Hispanic	—	3.0	2.0	1.7	3.5	2.3	3.5	1.9	2.9	2.9
Age 17										
Total	1.2	0.8	1.2	0.6	1.0	1.1	1.1	1.3	1.1	1.3
White, non-Hispanic	1.0	0.6	0.9	0.7	1.2	1.2	1.4	1.5	1.2	1.4
Black, non-Hispanic	1.7	2.0	1.8	1.0	2.4	2.3	2.1	3.9	2.7	1.7
Hispanic	—	3.6	2.7	2.2	4.3	3.6	3.7	4.9	4.1	3.9

— Data not available.

NOTE: The initial assessment year for reading for Hispanics was 1975.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

Supplemental Table 4.2b

Differences between White, non-Hispanic and Black, non-Hispanic students' average NAEP reading scale scores (White, non-Hispanic minus Black, non-Hispanic), by age: Selected years 1971 to 1999

Year	Age 9	Age 13	Age 17
1971	43.9 (1.9)*	38.5 (1.4)*	52.7 (2.0)*
1975	35.4 (1.4)	36.3 (1.4)*	52.3 (2.1)*
1980	32.0 (1.9)	31.6 (1.6)	49.7 (2.0)*
1984	32.2 (1.3)	26.2 (1.1)	30.6 (1.3)
1988	29.2 (2.8)	18.4 (2.6)*	20.3 (2.7)*
1990	35.2 (3.2)	20.8 (2.4)*	29.3 (2.6)
1992	33.4 (2.4)	28.8 (2.7)	36.9 (2.5)
1994	32.6 (2.6)	30.8 (2.7)	29.6 (4.2)
1996	28.8 (2.8)	31.9 (2.8)	29.0 (3.0)
1999	35.4 (2.8)	28.5 (2.7)	30.7 (2.3)

* Statistically significantly different from 1999.

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

Supplemental Table 4.2c

Average 12th-grade NAEP reading scale scores, by highest educational achievement level of either parent and race/ethnicity: 1998

Race/ethnicity	Total	Did not finish high school	Graduated high school	Some education after high school	Graduated college
Total	291 (0.7)	268 (1.7)	280 (1.1)	292 (1.0)	301 (0.7)
White, non-Hispanic	298 (0.7)	280 (2.9)	285 (1.3)	297 (1.0)	306 (0.8)
Black, non-Hispanic	270 (1.7)	250 (4.3)	263 (2.7)	276 (2.0)	276 (2.2)
Hispanic	275 (1.5)	264 (2.3)	274 (2.1)	287 (1.8)	285 (3.0)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

Supplemental Table 4.3a

Standard errors for the average NAEP mathematics scale scores, by age and race/ethnicity: Selected years 1973 to 1999

Age and race/ethnicity	1973	1978	1982	1986	1990	1992	1994	1996	1999
Age 9									
Total	0.8	0.8	1.1	1.0	0.8	0.8	0.8	0.8	0.8
White, non-Hispanic	1.0	0.9	1.1	1.1	0.8	0.8	1.0	1.0	0.9
Black, non-Hispanic	1.8	1.1	1.6	1.6	2.2	2.0	1.6	1.4	1.6
Hispanic	2.4	2.2	1.3	2.1	2.1	2.3	2.3	1.7	1.9
Age 13									
Total	1.1	1.1	1.1	1.2	0.9	0.9	1.0	0.8	0.8
White, non-Hispanic	0.9	0.8	1.0	1.3	1.1	0.9	0.9	0.9	0.8
Black, non-Hispanic	1.9	1.9	1.6	2.3	2.3	1.9	3.5	1.3	2.6
Hispanic	2.2	2.0	1.7	2.9	1.8	1.8	1.9	1.6	1.7
Age 17									
Total	1.1	1.0	0.9	0.9	0.9	0.9	1.0	1.2	1.0
White, non-Hispanic	1.1	0.9	0.9	1.0	1.0	0.8	1.1	1.4	1.1
Black, non-Hispanic	1.3	1.3	1.2	2.1	2.8	2.2	1.8	1.7	1.5
Hispanic	2.2	2.3	1.8	2.9	2.9	2.6	3.7	2.1	2.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

Supplemental Table 4.3b

Differences between White, non-Hispanic and Black, non-Hispanic students' average NAEP mathematics scale scores (White, non-Hispanic minus Black, non-Hispanic), by age: Selected years 1973 to 1999

Year	Age 9	Age 13	Age 17
1973	35.0 (1.7)*	46.0 (2.1)*	40.0 (2.1)*
1978	31.7 (1.5)	42.0 (2.1)*	37.5 (1.6)*
1982	29.0 (2.0)	34.0 (1.9)	31.9 (1.5)
1986	25.3 (2.0)	24.4 (2.6)*	28.9 (2.3)
1990	26.8 (2.4)	27.2 (2.6)	20.9 (3.0)*
1992	27.1 (2.2)	28.7 (2.1)	26.1 (2.4)
1994	24.7 (1.8)	29.3 (3.7)	26.8 (2.1)
1996	25.3 (1.8)	29.1 (1.6)	27.0 (1.8)
1999	27.8 (1.8)	32.2 (2.7)	31.5 (1.9)

* Statistically significantly different from 1999.

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

Supplemental Table 4.3c

Average 12th-grade NAEP mathematics scale scores, by highest educational achievement level of either parent and race/ethnicity: 2000

Race/ethnicity	Total	Did not finish high school	Graduated high school	Some education after high school	Graduated college
Total	301 (0.9)	278 (1.9)	288 (1.2)	300 (1.2)	313 (1.1)
White, non-Hispanic	308 (1.0)	281 (3.6)	294 (1.5)	307 (1.1)	317 (1.2)
Black, non-Hispanic	274 (1.9)	265 (2.8)	266 (2.2)	276 (2.5)	282 (2.5)
Hispanic	283 (2.1)	276 (3.0)	278 (2.6)	289 (3.2)	293 (2.5)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment.

Supplemental Table 4.4a

Standard errors for the average NAEP science scale scores, by age and race/ethnicity: Selected years 1977 to 1999

Age and race/ethnicity	1977	1982	1986	1990	1992	1994	1996	1999
Age 9								
Total	1.2	1.8	1.2	0.8	1.0	1.2	1.2	0.9
White, non-Hispanic	0.9	1.9	1.2	0.8	1.0	1.3	1.4	0.9
Black, non-Hispanic	1.8	3.0	1.9	2.0	2.7	1.7	3.0	2.5
Hispanic	2.7	4.2	3.1	2.2	2.8	2.7	2.8	2.2
Age 13								
Total	1.1	1.3	1.4	0.9	0.8	1.0	1.0	0.7
White, non-Hispanic	0.8	1.1	1.4	0.9	1.0	1.0	1.1	0.8
Black, non-Hispanic	2.4	1.3	2.5	3.1	2.7	4.2	2.1	2.4
Hispanic	1.9	3.9	3.1	2.6	2.6	2.4	2.5	1.9
Age 17								
Total	1.0	1.2	1.4	1.1	1.3	1.6	1.2	1.3
White, non-Hispanic	0.7	1.0	1.7	1.1	1.3	1.5	1.2	1.3
Black, non-Hispanic	1.5	1.7	2.9	4.5	3.2	3.1	2.4	2.9
Hispanic	2.2	2.3	3.8	4.4	5.6	6.7	3.3	4.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

Supplemental Table 4.4b

Differences between White, non-Hispanic and Black, non-Hispanic students' average NAEP science scale scores (White, non-Hispanic minus Black, non-Hispanic), by age: Selected years 1977 to 1999

Year	Age 9	Age 13	Age 17
1977	54.7 (2.0)*	48.0 (2.5)*	57.4 (1.7)
1982	42.0 (3.6)	40.1 (1.7)	58.4 (2.0)
1986	35.7 (2.2)	37.6 (2.8)	44.7 (3.3)
1990	41.1 (2.1)	38.4 (3.2)	47.9 (4.6)
1992	38.8 (2.9)	42.6 (2.9)	48.0 (3.5)
1994	38.9 (2.2)	42.6 (4.3)	49.3 (3.5)
1996	37.1 (3.3)	40.2 (2.4)	46.5 (2.7)
1999	40.7 (2.6)	38.9 (2.5)	51.8 (3.2)

* Statistically significantly different from 1999.

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

Supplemental Table 4.4c

Average 12th-grade NAEP science scale scores, by highest educational achievement level of either parent and race/ethnicity: 2000

Race/ethnicity	Total	Did not finish high school	Graduated high school	Some education after high school	Graduated college
Total	147 (1.0)	126 (1.9)	135 (1.3)	146 (1.1)	157 (1.1)
White, non-Hispanic	154 (1.2)	131 (3.4)	141 (1.7)	152 (1.4)	162 (1.2)
Black, non-Hispanic	123 (1.4)	113 (4.3)	116 (2.2)	126 (1.5)	128 (1.8)
Hispanic	128 (1.9)	122 (2.2)	122 (2.4)	134 (2.2)	138 (2.8)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Science Assessment.

Supplemental Table 4.5

Standard errors for the average number of total, academic, and vocational credits earned by high school graduates, by race/ethnicity: Selected years 1982 to 1998

Race/ethnicity	1982	1987	1990	1994	1998
Total credits earned					
Total	0.1	0.2	0.1	0.1	0.2
White, non-Hispanic	0.1	0.2	0.1	0.2	0.2
Black, non-Hispanic	0.2	0.3	0.2	0.1	0.3
Hispanic	0.1	0.2	0.2	0.1	0.3
Total academic credits earned					
Total	0.1	0.2	0.1	0.1	0.1
White, non-Hispanic	0.1	0.2	0.1	0.1	0.1
Black, non-Hispanic	0.2	0.3	0.2	0.1	0.2
Hispanic	0.1	0.2	0.2	0.1	0.2
Total vocational credits earned					
Total	0.1	0.1	0.1	0.1	0.1
White, non-Hispanic	0.1	0.1	0.1	0.1	0.1
Black, non-Hispanic	0.1	0.1	0.2	0.1	0.1
Hispanic	0.1	0.2	0.2	0.1	0.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000* and unpublished data, based on High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:1980/1982); and National Assessment of Educational Progress (NAEP) High School Transcript Studies, 1987, 1990, 1994, and 1998.

Supplemental Table 4.6a

Standard errors for the percentage distribution of high school graduates, by highest levels of mathematics courses completed and race/ethnicity: 1998

Race/ethnicity	No mathematics[1]	Non-academic[2]	Low academic[3]	Middle academic[4]	Advanced academic[5]
Total	0.1	0.4	0.4	1.3	1.4
White, non-Hispanic	0.2	0.3	0.4	1.5	1.6
Black, non-Hispanic	0.2	0.8	0.9	2.1	2.1
Hispanic	0.2	1.2	1.0	2.1	2.1
Asian/Pacific Islander	0.1	0.7	0.6	2.1	2.7
American Indian/Alaska Native	0.7	2.3	1.7	3.9	4.0

[1] Students in this category may have taken some mathematics courses, but these courses are not defined as mathematics courses according to the classification used in this analysis.

[2] Students who took general mathematics or basic skills mathematics courses.

[3] Students who took algebra taught over the course of 2 years, pre-algebra, or informal geometry.

[4] Students who took algebra I or unified mathematics I and took 3 full-year courses of mathematics (e.g., algebra I, algebra II, and geometry).

[5] Students who took precalculus, calculus, or other courses labeled as "advanced" such as trigonometry.

NOTE: Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note Five in the *Condition of Education, 2002*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2002*, based on 1998 High School Transcript Study.

Supplemental Table 4.6b

Standard errors for the percentage distribution of high school graduates, by highest levels of science courses completed and race/ethnicity: 1998

Race/ethnicity	No science[1]	Primary physical science	Secondary physical science and basic biology	General biology	Chemistry I or physics I	Chemistry I and physics I	Chemistry II or physics II or advanced biology
Total	0.1	0.5	0.7	1.1	1.3	1.1	1.3
White, non-Hispanic	0.1	0.6	0.6	1.3	1.4	1.2	1.5
Black, non-Hispanic	0.2	0.4	1.4	2.0	1.7	1.6	1.4
Hispanic	0.2	1.7	1.9	1.6	2.8	1.6	1.4
Asian/Pacific Islander	#	1.0	1.0	1.3	2.8	3.8	2.2
American Indian/ Alaska Native	#	1.4	2.2	5.0	3.6	3.9	1.6

[1] Students in this category may have taken some science courses, but these courses are not defined as science courses according to the classification used in this analysis.

Rounds to zero.

NOTE: Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note Five in the *Condition of Education, 2002*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2002*, based on 1998 High School Transcript Study.

Supplemental Table 4.6c

Standard errors for the percentage distribution of high school graduates, by highest levels of English courses completed and race/ethnicity: 1998

Race/ethnicity	No English[1]	Low academic[2]	Regular English courses[3]	Advanced academic[4]
Total	0.1	1.5	1.7	1.3
White, non-Hispanic	0.1	1.6	1.8	1.6
Black, non-Hispanic	0.3	2.0	2.8	2.2
Hispanic	0.4	3.2	3.2	1.7
Asian/Pacific Islander	0.2	2.5	6.4	4.3
American Indian/Alaska Native	0.3	3.6	4.9	3.0

[1] Indicates that student transcript records did not list any recognized English courses; however, these students may have studied some English. If students took only English as a second language (ESL) courses for credit, they would be listed in this category.

[2] Low academic level courses include all general English courses classified as "below grade level." Students may have taken a general English course classified as "honors" and be included in the low academic level if the percentage of "below grade level" courses completed was greater than the percentage of "honors" courses completed.

[3] Indicates no low or honors courses.

[4] Includes students who completed a general English course classified as "below grade level" if they completed a greater percentage of "honors" courses than "below grade level" courses.

NOTE: Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note Six in the *Condition of Education, 2001*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on 1998 High School Transcript Study.

Supplemental Table 4.6d

Standard errors for the percentage distribution of high school graduates, by highest levels of foreign language courses completed and race/ethnicity: 1998

		Low academic		Advanced academic		
Race/ethnicity	None	Year 1 or less	Year 2	Year 3	Year 4	AP
Total	0.9	1.0	1.3	1.0	0.6	0.5
White, non-Hispanic	0.9	1.1	1.4	1.2	0.8	0.6
Black, non-Hispanic	1.9	1.7	2.1	1.7	0.8	0.5
Hispanic	2.5	2.9	2.5	2.0	0.7	1.0
Asian/Pacific Islander	5.8	1.8	2.8	1.7	1.0	1.4
American Indian/ Alaska Native	5.1	3.2	3.3	2.9	2.0	0.1

NOTE: These figures include only students who studied French, German, Latin, or Spanish, as these are the only foreign languages commonly offered in high schools for 4 years or more. Some students in each category also studied more than one foreign language. Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note Six in the *Condition of Education, 2001*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on 1998 High School Transcript Study.

Supplemental Table 4.7

Number of students who took Advanced Placement (AP) examinations (per 1,000 12th-graders), by race/ethnicity: 1984–2000

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
1984	50.2 (1.2)	47.9 (1.3)	8.5 (0.6)	24.3 (2.5)
1985	59.4 (1.4)	59.8 (1.7)	10.7 (0.8)	21.1 (1.9)
1986	63.5 (1.5)	62.3 (1.7)	11.5 (0.8)	27.2 (2.6)
1987	66.2 (1.4)	62.9 (1.6)	13.3 (0.8)	29.8 (2.7)
1988	80.7 (2.0)	81.9 (2.3)	21.4 (1.7)	48.0 (5.7)
1989	87.9 (2.2)	91.5 (2.7)	20.4 (1.4)	53.8 (6.1)
1990	99.6 (2.5)	102.6 (3.1)	26.5 (2.0)	54.2 (4.8)
1991	103.4 (2.6)	106.7 (3.6)	25.3 (2.0)	67.4 (7.1)
1992	109.3 (2.7)	111.7 (3.3)	26.3 (1.8)	67.9 (5.9)
1993	117.1 (2.8)	115.0 (3.3)	31.2 (2.2)	80.0 (7.2)
1994	114.9 (2.4)	116.2 (3.0)	32.4 (1.8)	62.7 (3.2)
1995	125.4 (2.7)	125.1 (3.3)	36.7 (2.1)	75.4 (4.0)
1996	130.5 (2.9)	133.4 (3.7)	32.4 (1.8)	73.5 (3.8)
1997	131.5 (2.8)	132.2 (3.4)	36.6 (2.1)	84.5 (4.5)
1998	148.3 (3.3)	149.0 (4.0)	38.1 (2.1)	105.6 (6.1)
1999	152.3 (3.2)	155.2 (4.1)	46.3 (2.7)	94.2 (4.6)
2000	173.4 (3.8)	184.7 (5.0)	53.4 (3.0)	111.3 (5.4)

NOTE: The number of 11th- and 12th-grade AP test-takers is used as the numerator and the number of students enrolled in the 12th grade are used as the denominator to calculate the ratios presented here. The number of 12th-graders is used as the denominator because this indicator approximates the proportion of each cohort of students for 1984 through 2000. A true measure would use the sum of 12th-grade AP test-takers for a given year and the 11th-grade AP test-takers for the preceding year as the numerator. However, breakdowns of the data by test-takers' grade are not available for all these years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Indicator of the Month (October 1999): Students Who Took Advanced Placement (AP) Examinations* and unpublished data, based on College Entrance Examination Board, Advanced Placement Program, National Summary Reports, 1984–2000, and U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1984–2000.

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Supplemental Table 5.1

Percentage distribution of kindergartners, by number of risk factors and race/ethnicity: Fall 1998

Race/ethnicity	Number of risk factors		
	0	1	2 or more
White, non-Hispanic	71 (1.0)	23 (0.7)	6 (0.5)
Black, non-Hispanic	28 (1.5)	44 (1.3)	27 (1.1)
Hispanic	28 (1.0)	38 (1.2)	33 (1.2)
Asian/Pacific Islander	39 (2.5)	44 (2.1)	17 (2.0)

NOTE: These risk factors include: having a mother who has less than a high school education, living in a family on welfare or receiving food stamps, living in a single-parent family, and having parents whose primary language is a language other than English. Estimates are based on first-time kindergartners. Detail may not add to 100 due to rounding. Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000*, based on Early Childhood Longitudinal Study, Kindergarten Class of 1998–99, Fall 1998.

Supplemental Table 5.2

Percent of 6- to 18-year-olds, by mother's highest education level and race/ethnicity: Selected years 1974 to 1999

Mother's highest education level and child's race/ethnicity	1974	1979	1984	1989	1994	1999
High school education or higher						
Total	66.5 (0.4)	71.6 (0.4)	76.5 (0.4)	80.6 (0.4)	84.9 (0.4)	84.6 (0.4)
White, non-Hispanic	72.9 (0.4)	77.9 (0.4)	83.2 (0.4)	88.0 (0.4)	90.5 (0.4)	93.0 (0.3)
Black, non-Hispanic	42.5 (1.5)	53.5 (1.5)	65.2 (1.6)	73.6 (1.5)	80.1 (1.5)	80.5 (1.3)
Hispanic	38.1 (1.8)	39.6 (1.9)	39.6 (1.9)	44.1 (2.2)	48.2 (2.5)	50.8 (1.7)
Bachelor's degree or higher						
Total	8.2 (0.2)	10.1 (0.3)	12.9 (0.3)	15.7 (0.4)	18.8 (0.5)	21.9 (0.4)
White, non-Hispanic	9.3 (0.3)	11.4 (0.3)	14.6 (0.4)	17.9 (0.5)	21.6 (0.5)	26.4 (0.6)
Black, non-Hispanic	3.6 (0.6)	4.9 (0.7)	7.0 (0.8)	9.4 (1.0)	10.1 (1.1)	13.9 (1.1)
Hispanic	3.5 (0.7)	4.1 (0.8)	3.7 (0.7)	5.2 (1.0)	5.7 (1.2)	7.4 (0.9)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys, various years.

Supplemental Table 5.3

Percent of students in grades K–12 whose parents reported involvement in their child's school, by selected school activities and race/ethnicity: 1999

Race/ethnicity	Attended general meeting	Attended scheduled meeting with teacher	Attended school event	Acted as a volunteer or served on a committee	Indicated involvement in any of the four activities
Total	78.3 (0.5)	72.8 (0.5)	65.4 (0.4)	36.8 (0.4)	91.5 (0.3)
White, non-Hispanic	80.5 (0.5)	73.6 (0.5)	71.6 (0.5)	42.7 (0.5)	93.8 (0.3)
Black, non-Hispanic	74.6 (1.1)	71.1 (1.2)	53.8 (1.3)	26.2 (1.2)	87.0 (1.0)
Hispanic	73.1 (1.2)	71.0 (1.0)	51.4 (1.0)	24.5 (0.9)	86.8 (0.9)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Surveys Program (NHES), 1999 (Parent Interview Component).

Supplemental Table 5.4a

Percentage distribution of students in grades 3–12 who attended a chosen or assigned school, by race/ethnicity: 1993 and 1999

	1993			1999		
	Public			Public		
Race/ethnicity	Assigned	Chosen	Private	Assigned	Chosen	Private
Total	80.3 (0.4)	10.9 (0.4)	8.8 (0.3)	76.5 (0.5)	14.2 (0.4)	9.3 (0.3)
White, non-Hispanic	81.4 (0.6)	8.5 (0.5)	10.2 (0.4)	77.7 (0.5)	11.1 (0.4)	11.2 (0.4)
Black, non-Hispanic	77.4 (1.1)	18.9 (1.0)	3.7 (0.4)	72.0 (1.4)	22.5 (1.4)	5.6 (0.5)
Hispanic	79.7 (1.2)	13.6 (1.1)	6.7 (0.6)	77.3 (1.1)	18.2 (1.1)	4.5 (0.5)

NOTE: Detail may not add to 100.0 due to rounding. Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Education Surveys Program (NHES), 1993 (School Readiness Component) and 1999 (Parent Interview Component).

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Supplemental Table 5.4b

Percent of students in grades 3–12 with parents who were "very satisfied" with selected aspects of their child's school, by control/aspect of school and race/ethnicity: 1999

Control of school/ aspect of school	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
Public-assigned				
School	48.1 (0.7)	48.0 (0.8)	44.1 (1.8)	54.6 (1.3)
Teacher	53.6 (0.6)	53.2 (0.7)	49.8 (1.7)	60.7 (1.4)
Academic standards	52.7 (0.8)	52.1 (0.9)	51.0 (1.8)	58.8 (1.5)
Discipline	54.0 (0.8)	53.1 (0.9)	52.2 (1.8)	61.0 (1.5)
Public-chosen				
School	61.6 (1.0)	62.0 (1.7)	60.4 (2.7)	65.8 (2.9)
Teacher	62.1 (1.0)	62.3 (1.8)	63.2 (2.8)	64.3 (2.8)
Academic standards	63.4 (1.3)	63.1 (1.8)	64.1 (3.0)	67.8 (2.8)
Discipline	63.4 (1.3)	62.7 (1.8)	63.1 (3.0)	67.5 (2.8)
Private				
School	78.7 (1.4)	81.4 (1.5)	64.3 (5.2)	78.4 (3.8)
Teacher	75.5 (1.5)	77.8 (1.7)	63.9 (5.2)	75.6 (3.9)
Academic standards	80.8 (1.4)	81.9 (1.6)	77.8 (3.5)	79.2 (3.7)
Discipline	85.3 (1.4)	87.3 (1.6)	69.7 (3.5)	85.0 (3.7)

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on U.S. Department of Education, National Center for Education Statistics, National Household Education Surveys (NHES), 1999 (Parent Interview Component).

Supplemental Table 6.1

Percent of students in grades 6–12 who participated in selected civic awareness activities almost daily, by race/ethnicity: 1999

Race/ethnicity	Any activities	Read national news stories	Watch/listen to national news	Discuss national news with parents
Total	49.0 (0.6)	11.6 (0.4)	42.0 (0.6)	7.1 (0.3)
White, non-Hispanic	47.0 (0.7)	11.9 (0.5)	39.7 (0.7)	6.4 (0.3)
Black, non-Hispanic	54.6 (1.5)	11.2 (0.9)	48.6 (1.5)	26.0 (0.8)
Hispanic	52.3 (1.4)	10.7 (0.8)	45.2 (1.4)	8.6 (0.8)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000*, based on National Household Education Survey (NHES), 1999 (Youth Interview Component).

Supplemental Table 6.2

Percent of students in grades 6–12 who participated in community service, by race/ethnicity: 1996 and 1999

Race/ethnicity	1996	1999
Total	49 (0.7)	52 (0.7)
White, non-Hispanic	53 (0.9)	56 (0.8)
Black, non-Hispanic	43 (1.9)	48 (1.8)
Hispanic	38 (1.8)	38 (1.4)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Education Survey (NHES), 1996 and 1999 (Youth Interview Component).

Supplemental Table 6.3

Standard errors for the percent of elementary and secondary students using computers at school and at home, by age and race/ethnicity: September 2001

Race/ethnicity	Total	Under 6	6 to 9 years old	10 to 14 years old	15 years old or over
			Percent of students using computers at school		
Total	0.2	0.9	0.4	0.3	0.4
White, non-Hispanic	0.3	1.2	0.5	0.4	0.5
Black, non-Hispanic	0.7	2.5	1.3	0.9	1.1
Hispanic	0.8	2.6	1.5	1.1	1.5
			Percent of students using computers at home		
Total	0.3	0.9	0.6	0.5	0.6
White, non-Hispanic	0.3	1.1	0.7	0.5	0.7
Black, non-Hispanic	0.9	2.4	1.7	1.5	1.8
Hispanic	0.9	2.4	1.7	1.6	2.0
			Percent of students using computers at home for school work		
Total	0.3	0.5	0.6	0.5	0.6
White, non-Hispanic	0.4	0.7	0.7	0.6	0.7
Black, non-Hispanic	0.8	1.6	1.4	1.4	1.8
Hispanic	0.9	1.2	1.4	1.6	2.0

NOTE: Includes students enrolled in prekindergarten through grade 12, ages 3 and above.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, September 2001, unpublished data.

Supplemental Table 6.4

Standard errors for the percent of 12- to 17-year-olds who reported using alcohol, tobacco, or other illicit drugs, by race/ethnicity, type of drug, and selected time periods: 1999

Type of drug/ time period	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian[1]	American Indian/ Alaska Native
Alcohol						
Lifetime	0.4	0.5	1.0	1.0	2.5	4.0
Past year	0.4	0.5	0.9	1.0	2.1	4.9
Past month	0.3	0.4	0.6	0.8	1.1	4.0
All tobacco products						
Lifetime	0.4	0.5	1.0	1.0	2.4	‡
Past year	0.4	0.5	0.8	0.9	1.9	5.6
Past month	0.3	0.4	0.6	0.7	1.4	4.2
Cigarettes						
Lifetime	0.4	0.5	0.9	1.0	2.4	‡
Past year	0.3	0.4	0.7	0.8	1.9	5.0
Past month	0.3	0.4	0.5	0.6	1.2	4.2
Any illicit drug						
Lifetime	0.4	0.5	1.0	1.0	2.0	4.5
Past year	0.3	0.4	0.9	1.0	1.6	4.6
Past month	0.2	0.3	0.7	0.7	1.4	3.5
Marijuana						
Lifetime	0.3	0.4	0.9	0.9	1.8	4.7
Past year	0.3	0.3	0.8	0.8	1.5	4.8
Past month	0.2	0.2	0.6	0.6	1.3	3.0
Any drug other than marijuana[2]						
Lifetime	0.3	0.4	0.7	0.9	1.3	4.1
Past year	0.3	0.3	0.6	0.8	1.1	3.6
Past month	0.2	0.2	0.4	0.5	0.4	2.4

‡ Reporting standards not met.

[1] This survey separates Asians from Native Hawaiians/Other Pacific Islanders. Sample sizes for Native Hawaiian/Other Pacific Islander were too small to permit reliable estimates.

NOTE: Indicates use at least once of cocaine (including crack), heroin, hallucinogens (including LSD and PCP), inhalants, or any prescription-type psychotherapeutic used nonmedically, regardless of marijuana/hashish use. Marijuana/hashish users who also have used any of the other listed drugs are included.

SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, *Detailed Tables for 1999 and 2000 National Household Surveys on Drug Abuse*.

Supplemental Table 6.5

Births per 1,000 15- to 19-year-old females, by age of mother and race/ethnicity: 2000

Race/ethnicity	Ages 15–19		
	Total	15–17	18–19
Total	48.5	27.4	79.2
White, non-Hispanic	32.5	15.8	56.8
Black, non-Hispanic	81.9	52.0	125.1
Hispanic	94.4	60.0	143.6
Asian/Pacific Islander	21.6	11.5	37.0
American Indian/Alaska Native	67.8	39.6	113.1

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System.

Supplemental Table 6.6

Percent of students in grades 9–12 who reported that at school they felt unsafe, carried a weapon, were threatened or injured with a weapon, or were in a fight, by race/ethnicity: 2001

Race/ethnicity	Felt too unsafe to go to school[1]	Carried a weapon on school property[1]	Threatened or injured with a weapon on school property[2]	Engaged in a physical fight on school property[2]
Total	6.6 (1.0)	6.4 (1.1)	8.9 (1.1)	12.5 (1.0)
White, non-Hispanic	5.0 (1.2)	6.1 (1.2)	8.5 (1.3)	11.2 (1.2)
Black, non-Hispanic	9.8 (1.5)	6.3 (1.8)	9.3 (1.5)	16.8 (2.5)
Hispanic	10.2 (1.3)	6.4 (1.0)	8.9 (2.1)	14.1 (1.7)

[1] At least once in the past 30 days.

[2] At least once in the previous 12 months.

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *CDC Surveillance Summaries, Morbidity and Mortality Weekly Report 2001, 51 (SS04)*, based on National Center for Health Statistics, National Health Interview Survey—Youth Risk Behavior Survey, 2001.

Supplemental Table 7.1

Standard errors for the enrollment rates of 18- to 24-year-olds in colleges and universities: Selected years 1980 to 2000

	Enrollment as a percent of all 18- to 24-year-olds				Enrollment as a percent of all 18- to 24-year-old high school completers			
Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
1980	0.4	0.4	1.1	1.6	0.4	0.5	1.5	2.8
1985	0.4	0.5	1.2	1.8	0.5	0.5	1.5	2.7
1990	0.5	0.6	1.4	1.7	0.5	0.6	1.7	2.8
1995	0.4	0.6	1.2	1.1	0.5	0.6	1.4	1.7
1996	0.5	0.6	1.2	1.2	0.5	0.6	1.5	1.8
1997	0.5	0.6	1.3	1.2	0.5	0.6	1.5	1.8
1998	0.5	0.6	1.2	1.1	0.5	0.6	1.5	1.7
1999	0.5	0.6	1.2	1.1	0.5	0.6	1.5	1.7
2000	0.5	0.6	1.2	1.1	0.5	0.6	1.5	1.7

NOTE: Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs. Percents based on 18- to 24-year-old high school graduates for 1992 and later years use a slightly different definition of graduation and may not be directly comparable with figures for other years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on U.S. Department of Commerce, Bureau of the Census, unpublished data from the Current Population Surveys, various years.

Supplemental Table 7.2

Percentage distribution of degrees conferred by colleges and universities, by race/ethnicity, sex, and degree level: 1999–2000

Degree level	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Non-resident alien
Male							
Associate	100.0	73.1	9.3	9.3	5.3	1.0	2.0
Bachelor's	100.0	75.9	7.0	5.7	6.7	0.7	4.1
Master's	100.0	66.0	5.8	3.9	5.7	0.4	18.2
Doctor's	100.0	56.9	3.4	2.4	5.3	0.2	31.7
First professional	100.0	76.8	5.2	4.7	9.9	0.6	2.7
Female							
Associate	100.0	71.8	11.5	9.0	4.6	1.3	1.8
Bachelor's	100.0	74.3	10.0	6.3	5.9	0.7	2.7
Master's	100.0	72.2	9.2	4.4	4.5	0.5	9.1
Doctor's	100.0	67.1	6.9	3.5	5.3	0.5	16.7
First professional	100.0	71.5	9.0	4.9	11.7	0.8	2.0

NOTE: Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs. A nonresident alien is a student at a U.S. degree-granting institution on a temporary visa and without the right to remain in the country indefinitely. Detail may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Completion" survey, 1999–2000.

Supplemental Table 7.3

Percent and number of bachelor's degrees conferred in total and to Black, non-Hispanics by colleges and universities in the top 10 most popular fields of study, by field of study: 1999–2000

Field of study	Total		Black	
	Percentage	Number	Percentage	Number
Total	100.0	1,237,875	100.0	107,891
Biological sciences/life sciences	5.1	63,532	4.5	4,874
Business	20.8	257,709	21.9	23,645
Communications and communications technologies	4.6	56,910	4.7	5,086
Computer and information sciences	2.9	36,195	3.3	3,527
Education	8.7	108,168	7.2	7,723
Engineering and engineering-related technologies	5.8	58,427	4.2	3,153
Health professions and related sciences	6.3	78,458	7.2	7,817
Psychology	6.0	74,060	7.3	7,838
Social sciences and history	10.3	127,101	11.0	11,878
Visual and performing arts	4.7	58,791	2.7	2,879
Other	24.6	318,524	26.0	29,471

NOTE: Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs. Detail may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Completion" survey, 1999–2000.

Supplemental Table 7.4

Percent and number of master's degrees conferred in total and to Black, non-Hispanics by colleges and universities in the top 10 most popular fields of study, by field of study: 1999–2000

Field of study	Total		Black	
	Percentage	Number	Percentage	Number
Total	100.0	457,056	100.0	35,625
Business	24.6	112,258	24.2	8,630
Computer and information sciences	3.1	14,264	1.6	567
Education	27.2	124,240	34.0	12,100
Engineering and engineering-related technologies	5.8	26,510	1.9	780
English language and literature/letters	1.6	7,230	0.9	331
Health professions and related sciences	9.3	42,456	7.5	2,684
Psychology	3.2	14,465	4.2	1,489
Public administration and services	5.6	25,594	11.4	4,075
Social sciences and history	3.1	14,066	2.9	1,021
Visual and performing arts	2.4	10,918	1.2	441
Other	14.2	65,055	10.2	3,507

NOTE: Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs. Detail may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Completion" survey, 1999–2000.

Supplemental Table 7.5

Percent and number of doctor's degrees conferred in total and to Black, non-Hispanics by colleges and universities in the top 10 most popular fields of study, by field of study: 1999–2000

Field of study	Total		Black	
	Percentage	Number	Percentage	Number
Total	100.0	44,808	100.0	2,220
Biological sciences/life sciences	10.9	4,867	4.8	107
Business	2.7	1,196	2.5	56
Education	15.2	6,830	36.2	803
Engineering and engineering-related technologies	12.0	5,390	4.2	94
English language and literature/letters	3.6	1,628	3.2	71
Health professions and related sciences	6.0	2,676	5.0	112
Physical sciences and science technologies	9.0	4,018	3.2	71
Psychology	9.6	4,310	10.3	229
Social sciences and history	9.1	4,095	9.1	203
Theological studies and religious vocations	3.7	1,643	8.4	186
Other	18.2	8,155	13.0	288

NOTE: Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs. Detail may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Completion" survey, 1999–2000.

Supplemental Table 7.7a

Standard errors for the percent of 25- to 29-year-olds who have completed college (bachelor's degree or higher), by race/ethnicity and sex: Selected years 1965 to 2000

	Total			White, non-Hispanic			Black, non-Hispanic			Hispanic		
Year	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1965[1]	0.4	0.7	0.5	0.5	0.7	0.6	1.0	1.5	1.3	—	—	—
1970[1]	0.4	0.7	0.5	0.5	0.7	0.6	1.0	1.3	1.4	—	—	—
1975	0.4	0.6	0.6	0.5	0.7	0.6	1.1	1.6	1.4	1.4	2.2	1.8
1980	0.4	0.6	0.6	0.5	0.7	0.6	1.0	1.4	1.3	1.2	1.7	1.6
1985	0.4	0.6	0.6	0.5	0.7	0.7	1.0	1.3	1.3	1.0	1.4	1.3
1990	0.4	0.6	0.6	0.5	0.7	0.7	1.0	1.6	1.3	0.8	1.0	1.2
1995	0.5	0.7	0.7	0.6	0.8	0.8	1.2	1.8	1.5	0.8	1.0	1.2
1996	0.5	0.7	0.7	0.6	0.8	0.9	1.1	1.6	1.6	0.8	1.1	1.2
1997	0.5	0.7	0.7	0.6	0.9	0.9	1.1	1.6	1.6	0.8	1.0	1.1
1998	0.5	0.7	0.7	0.6	0.9	0.9	1.2	1.7	1.6	0.8	1.0	1.2
1999	0.5	0.7	0.7	0.7	0.9	0.9	1.2	1.6	1.6	0.7	1.0	1.1
2000	0.5	0.7	0.7	0.7	0.9	1.0	1.3	2.0	1.7	0.7	1.0	1.1

[1] Data for White and Black include those of Hispanic origin.

— Data not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on U.S. Department of Commerce, Bureau of the Census, March Current Population Survey, various years.

Supplemental Table 7.7b

Standard errors for the percent of persons 25 years old and over according to highest degree attained, by race/ethnicity: 2000

	Degree level					
Race/ethnicity	Associate	Bachelor's or higher	Bachelor's	Master's	First professional	Doctor's
Total	0.1	0.2	0.1	0.1	#	#
White, non-Hispanic	0.1	0.2	0.2	0.1	0.1	#
Black, non-Hispanic	0.3	0.4	0.4	0.2	0.1	0.1
Hispanic	0.2	0.3	0.3	0.1	0.1	0.1

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on U.S. Department of Commerce, Bureau of the Census, March Current Population Survey, 2000.

Supplemental Table 7.8

Percentage distribution of full-time instructional faculty in colleges and universities, by race/ethnicity and academic rank: 1999

Academic rank	Total, all races	White, non-Hispanic	Total, all minority	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Total	100.0	85.6	14.4	5.1	2.9	6.0	0.4
Professors	100.0	89.4	10.6	3.0	1.8	5.5	0.3
Associate professors	100.0	86.0	14.0	5.1	2.5	6.1	0.3
Assistant professors	100.0	82.0	18.0	6.6	3.3	7.6	0.5
Instructors	100.0	83.2	16.8	6.9	4.8	4.4	0.8
Lecturers	100.0	84.9	15.1	5.8	4.3	4.5	0.4
Other faculty	100.0	85.6	14.4	5.1	2.8	5.9	0.6

NOTE: Includes U.S. citizens and resident aliens identified by race. Excludes nonresident aliens and persons not identified by race. Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs. Detail may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1999–2000.

Supplemental Table 7.9

Standard errors for the percent of persons 17 years old and over enrolled in adult education during the previous 12 months, by type of program, employment status, and race/ethnicity: 1999

Race/ethnicity	Type of program						
	Any program	Part-time higher education	Career or job-related courses	Apprenticeship programs	Personal development courses	Basic education	English as a second language
Total persons							
Total	0.8	0.4	0.6	0.2	0.6	0.2	0.2
White, non-Hispanic	0.9	0.5	0.7	0.2	0.7	0.1	0.1
Black, non-Hispanic	2.3	1.3	1.7	0.9	1.9	0.8	0.1
Hispanic	2.5	1.3	1.3	1.1	1.9	0.6	1.2
Asian/Pacific Islander	4.6	3.4	3.8	0.5	3.6	1.1	2.2
American Indian/ Alaska Native	9.2	6.2	7.4	3.4	4.7	#	#
Employed persons							
Total	1.3	0.8	1.1	0.4	1.1	—	—
White, non-Hispanic	1.1	0.6	1.0	0.3	0.9	—	—
Black, non-Hispanic	2.8	1.6	2.3	1.3	2.4	—	—
Hispanic	3.1	1.7	1.8	1.5	2.2	—	—
Asian/Pacific Islander	5.5	4.3	4.8	0.0	4.2	—	—
American Indian/ Alaska Native	13.1	10.0	11.5	5.6	6.0	—	—

— Data not available.
Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on National Household Education Survey (NHES), 1999 (Adult Education Component), unpublished data.

Supplemental Table 8.1

Standard errors for the unemployment rates of persons 16 years old and over, by age, race/ethnicity, and highest degree attained: 2000

Race/ethnicity and highest degree attained	Ages 16–24			25 years and over
	Total	16–19	20–24	
All persons				
All education levels	0.3	0.5	0.3	0.1
Less than high school completion	0.3	0.5	0.4	0.1
High school completer, no college	0.3	0.4	0.4	0.1
Some college, no degree	0.2	0.3	0.3	0.1
Associate degree	0.2	‡	0.2	0.1
Bachelor's degree or higher	0.2	‡	0.3	0.1
White, non-Hispanic				
All education levels	0.3	0.5	0.3	0.1
Less than high school completion	0.3	0.5	0.5	0.1
High school completer, no college	0.3	0.4	0.3	0.1
Some college, no degree	0.2	0.3	0.3	0.1
Associate degree	0.2	‡	0.2	0.1
Bachelor's degree or higher	0.2	‡	0.3	0.1
Black, non-Hispanic				
All education levels	1.0	1.5	1.2	0.3
Less than high school completion	1.1	1.6	1.6	0.4
High school completer, no college	1.0	1.5	1.3	0.3
Some college, no degree	0.7	1.2	1.0	0.3
Associate degree	0.6	‡	0.8	0.2
Bachelor's degree or higher	0.6	‡	0.8	0.2
Hispanic				
All education levels	0.8	1.5	0.9	0.3
Less than high school completion	0.9	1.6	1.1	0.3
High school completer, no college	0.8	1.3	1.0	0.3
Some college, no degree	0.6	1.2	0.8	0.3
Associate degree	0.4	‡	0.5	0.2
Bachelor's degree or higher	0.5	‡	0.7	0.2

‡ Reporting standards not met.

NOTE: The unemployment rate is the percent of individuals in the labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks. The labor force includes both employed and unemployed persons.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, unpublished data from the Current Population Survey, 2000.

Supplemental Table 8.2

Standard errors for the median earnings (in current dollars) for persons 25 years old and over, by sex, race/ethnicity, and educational attainment: 2000

	Male				Female			
Highest degree attained	Total	White	Black	Hispanic	Total	White	Black	Hispanic
All education levels	$141	$153	$659	$523	$199	$220	$274	$308
9th to 12th grade, no diploma	293	317	854	479	356	373	921	449
High school completer, no college	153	166	427	804	242	278	491	545
Some college, no degree	287	318	770	941	202	237	841	663
Associate degree	834	519	782	2,384	269	311	529	1,566
Bachelor's degree or higher	728	470	2,061	2,075	230	258	992	1,364
Bachelor's degree	309	339	2,083	1,014	235	258	715	1,971
Master's degree	871	769	2,756	6,366	412	504	1,058	2,949

NOTE: White category includes persons who identified themselves as both White and of Hispanic origin and Black category includes persons who identified themselves as both Black and of Hispanic origin. Hispanic origin includes anyone who identified themselves as Hispanic.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Educational Attainment—People 25 Years Old and Over, by Total Money Earnings in 2000, Work Experience in 2000, Age, Race, Hispanic Origin, and Sex. Table PINC-03*, based on March Current Population Survey, 2000.

Supplemental Table 8.3a

Standard errors for the percentage distribution of employed persons according to occupation, by sex and race/ethnicity: 2000

	Male				Female			
Occupation	Total	White	Black	Hispanic	Total	White	Black	Hispanic
Managerial & professional specialty (includes teachers)	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Technical, sales, and administrative support	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3
Service occupations	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2
Precision production, craft, and repair	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1
Operators, fabricators, and laborers	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.2
Farming, forestry, and fishing	0.1	0.1	0.1	0.1	#	#	#	0.1

Rounds to zero.

NOTE: White category includes persons who identified themselves as both White and of Hispanic origin and Black category includes persons who identified themselves as both Black and of Hispanic origin. Hispanic origin includes anyone who identified themselves as Hispanic.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, unpublished data from the Current Population Survey, 2000.

Supplemental Table 8.3b

Percent of employed 1992–93 bachelor's degree recipients who reported various job characteristics for primary job held in April 1997, by race/ethnicity

Race/ethnicity	Job closely related to degree	Job has definite career potential
Total	56.0 (0.8)	57.3 (0.7)
White, non-Hispanic	56.6 (0.9)	58.3 (0.8)
Black, non-Hispanic	49.5 (3.0)	46.8 (3.5)
Hispanic	57.6 (3.5)	54.1 (3.7)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study, Second Follow-up (B&B:93/97), restricted-use data.

Supplemental Table 8.3c

Percent of 1992–93 bachelor's degree recipients employed in April 1997 who were very satisfied with various aspects of their work environment, by race/ethnicity

Race/ethnicity	Co-workers	Supervisor	Working conditions
Total	79.9 (0.6)	60.3 (0.8)	55.9 (0.7)
White, non-Hispanic	80.7 (0.6)	61.2 (0.8)	57.1 (0.7)
Black, non-Hispanic	71.0 (2.7)	48.5 (3.1)	42.2 (2.6)
Hispanic	79.8 (2.4)	56.9 (3.1)	55.2 (3.1)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study, Second Follow-up (B&B:93/97), restricted-use data.

Supplemental Table 8.4a

Percentage distribution of adults at various score ranges of literacy, by literacy scale and race/ethnicity: 1992

Literacy scale and race/ethnicity	Literacy score					Average proficiency
	225 or lower	226–275	276–325	326–375	376 or higher	
Prose						
Total	20 (0.4)	27 (0.6)	32 (0.7)	17 (0.4)	3 (0.2)	273 (0.6)
White	14 (0.4)	26 (0.6)	36 (0.8)	21 (0.5)	4 (0.3)	296 (0.7)
Black	38 (1.1)	37 (1.3)	21 (1.0)	4 (0.5)	0 (0.1)	237 (1.4)
Hispanic	49 (1.4)	26 (1.4)	19 (1.4)	6 (0.8)	1 (0.3)	216 (2.2)
Document						
Total	23 (0.4)	28 (0.5)	31 (0.5)	15 (0.4)	3 (0.2)	267 (0.7)
White	16 (0.5)	27 (0.6)	34 (0.7)	19 (0.5)	3 (0.2)	290 (0.8)
Black	42 (1.0)	36 (1.2)	18 (0.9)	3 (0.4)	0 (0.1)	230 (1.1)
Hispanic	49 (1.7)	26 (1.6)	19 (1.4)	5 (0.8)	1 (0.3)	214 (2.6)
Quantitative						
Total	22 (0.5)	25 (0.6)	31 (0.6)	17 (0.3)	4 (0.2)	272 (0.7)
White	14 (0.5)	24 (0.6)	35 (0.7)	21 (0.4)	5 (0.2)	287 (0.8)
Black	46 (1.0)	34 (1.1)	17 (1.0)	3 (0.4)	0 (0.1)	224 (1.4)
Hispanic	49 (1.3)	25 (1.4)	20 (1.3)	5 (1.1)	1 (0.2)	213 (2.4)

NOTE: Detail may not add to 100 due to rounding. Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Adult Literacy and Education in America: Four Studies Based on the National Adult Literacy Survey*, based on National Adult Literacy Survey, 1992.

Supplemental Table 8.4b

Percent of persons 25 years old and over who read at a given frequency, by race/ethnicity and type of reading activity: 1999

Reading activity	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
Read regularly[1]	50.2 (0.8)	53.1 (1.1)	46.9 (2.5)	28.5 (2.3)
Read newspapers daily	56.5 (0.8)	61.0 (0.9)	50.8 (2.5)	28.7 (2.6)
Read a book in the past 6 months	64.3 (0.8)	66.2 (0.9)	64.0 (2.6)	45.4 (2.6)

[1] Defined as reading a newspaper once a week, at least one magazine regularly, and a book in the past 6 months.

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Education Survey (NHES), 1999 (Adult Education and Life-Long Learning Component).

Supplemental Table 8.5

Voting rates for persons 18 years old and over, by race/ethnicity and highest level of education completed: November 2000

Level of education	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
Less than high school completion	30.9 (0.8)	37.2 (1.0)	41.7 (1.9)	15.4 (1.9)
High school completer	49.4 (0.5)	53.1 (0.5)	49.4 (1.4)	28.7 (2.1)
Some college or associate degree	60.3 (0.5)	63.9 (0.5)	59.3 (1.4)	41.1 (2.4)
Bachelor's degree or higher	72.0 (0.4)	76.6 (0.4)	71.4 (1.6)	50.9 (3.0)

NOTE: Data are for the citizen population. Standard errors are in parentheses.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Reported Voting and Registration, by Race, Hispanic Origin, Sex, and Educational Attainment: November 2000. Table 6,* based on Current Population Survey, November 2000 supplement.

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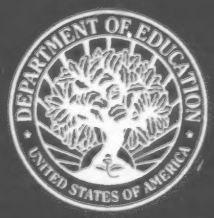

188

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